DOCUMENT RESUME

ED 235 295 UD 023 150

AUTHOR Cole, Stephan
TITLE Attitudes towards Bilingual Education among Hispanics and a Nationwide Sample.
INSTITUTION Columbia Univ., New York, NY. Center for the Social Sciences.
PUB DATE [80]
NOTE 135p.; A publication of the Immigration Research Program.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Acculturation; Attitude Measures; *Bilingual Education; Elementary Secondary Education; *Hispanic Americans; Immigrants; *Influences; *Language Attitudes; Majority Attitudes; National Surveys; *Public Opinion; Questionnaires; Sampling; Spanish Speaking
IDENTIFIERS California (Los Angeles); New York (New York)

ABSTRACT

Bilingual education is an issue which has been of deep concern to immigrant, particularly Hispanic, communities, but has had little visibility to the general public. No systematic surveys have been conducted either among Hispanics or the general public to find out how people feel about this issue. This report presents the results of two telephone surveys conducted on bilingual education, one of Hispanics living in New York City and Los Angeles, the other of a nationwide sample. Reported on are (1) the attitudes of Hispanics toward bilingual education; (2) a causal analysis of the attitudes of Hispanics toward bilingual education (in terms of experience with the public schools, importance placed on learning English, English-Spanish orientation, assimilationism, and demographic characteristics); (3) reasons for support of bilingual education; (4) bilingual education and evaluation of public schools; (5) the attitudes of Americans toward bilingual education; and (6) a causal analysis of the attitudes of Americans toward bilingual education (in terms of assimilationism, attitudes toward Hispanics, and general political attitudes). Data gathered during the survey are presented in 17 tables, and appendices contain a detailed discussion of methods and procedures, the questionnaires used for both surveys, and a Spanish translation of the Hispanic questionnaire. (CMG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED235295

Center for the Social Sciences at Columbia University

ATTITUDES TOWARDS BILINGUAL EDUCATION AMONG HISPANICS AND A NATIONWIDE SAMPLE

Stephan Cole

Immigration Research Program

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Josh DeWind

Columbia Univ.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

UD 023 150

814 International Affairs Building
420 West 118th Street • New York, New York 10027

TABLE OF CONTENTS

Executive Summary..... 2

Introduction..... 8

Attitudes of Hispanics Towards Bilingual Education.....12

Causal Analysis of Attitudes of Hispanics Towards Bilingual Education.....17

Experience.....17

Importance Placed on Learning English.....19

English-Spanish Orientation.....21

Assimilationism.....25

Demographic Characteristics.....27

Reasons for Support of Bilingual Education.....29

Bilingual Education and Evaluation of Public Schools.....36

Attitudes of Americans Towards Bilingual Education.....39

Causal Analysis of Attitudes of Americans Towards Bilingual Education.....43

Assimilationism.....46

Attitudes Towards Hispanics.....48

General Political Attitudes.....49

Tables.....52

Appendix A: Methods and Procedures.....80

Appendix B: Questionnaire and Marginals

Survey of Hispanics.....96

Nationwide Survey.....109

Appendix C: Spanish Translation of Hispanic Questionnaire.116

References.....130

EXECUTIVE SUMMARY

Two telephone surveys were conducted in order to find out the attitudes of a group of Hispanics and a nationwide sample towards bilingual education. A total of 518 Hispanics living in New York City and Los Angeles were interviewed by a group of bilingual interviewers who conducted the interview either in Spanish or English depending upon the preference of the respondent. A total of 721 people were interviewed in the nationwide sample.

Most of the Hispanics interviewed came originally from either Mexico or Puerto Rico. A substantial majority (74%) told the interviewers that they had been living in the United States for more than 10 years. Fourteen percent said that they had been here between 5 and 9 years and 12% said they had been here less than 5 years. Despite the fact that most of the respondents say they have been in the United States for more than 10 years, the majority still preferred that the interview be conducted in Spanish. Sixty-nine percent wanted the interview conducted in Spanish and 31% in English. Because we only interviewed people with listed telephone numbers the sample underrepresents the lowest income Hispanics, recent illegal aliens, and probably Hispanics who speak no English. (For a full discussion of the sample see Appendix A.)

Not surprisingly we found that Hispanics have generally favorable attitudes towards bilingual education. They did not make a distinction between children who did not know how to speak English when they entered the public schools and children who did

know how to speak English. About 30% favor all English programs for both types of children and about 70% favor some type of bilingual program.

Most of the respondents with school aged children claim that their children know how to speak English very well. Fully 64% gave this response. If most Hispanic children indeed do know how to speak English well, then the educational justification for bilingual education is questionnable. It would also be questionnable as to whether lower levels of academic achievement for Hispanic children should be attributed to language or to poverty and its associated problems.

Fifty-three percent of parents of children attending the public schools said that their youngest child was in an all English program, 11% said they were in a primarily English program with a special class to help children who don't speak English learn English, 10% had a child in a bilingual program aimed at preparing students to enter an all English program, 10% were in bilingual programs lasting throughout school, 1% in other types of programs and 4% did not know what type of program their youngest child was in. There was a significant correlation between the English speaking ability of the child as reported by the parents and the type of program the child was in. Only 29% of children who were reported by the parents not to speak English very well were in an all English program.

The most important determinant of support for bilingual education among the Hispanics we interviewed was their orientation towards either English or Spanish. The questionnaire contained a

series of questions aimed at finding out what language the respondent spoke at home and in the community, whether the respondent watched Spanish TV stations, listened to Spanish radio stations, and read Spanish language newspapers. Using these questions we created a measure of how oriented the respondent was to the Spanish language. The greater this orientation towards Spanish, the more likely the respondent was to support bilingual education.

Among the demographic characteristics educational level and income turned out to be significantly correlated with attitudes towards bilingual education. High education and income Hispanics are less likely to have favorable attitudes towards bilingual education than are relatively low education and income Hispanics. The survey data enables us to explain this correlation. The higher the education and income level of the respondent the longer they had lived in the United States and the more they were oriented towards English rather than Spanish. When Spanish language orientation was controlled the effects of education and income on attitudes towards bilingual education were signficantly reduced.

In the survey we distinguished between two primary justifications for bilingual education programs. The first we called pragmatic and educational. This justification supports bilingual education because it prevents Hispanic children from falling behind in their studies and therefore will help them be upwardly mobile. The second justification we call cultural. This justification supports bilingual education because it helps preserve the cultural heritage of Hispanics. The survey data revealed that

most of the Hispanics we interviewed support bilingual education for this latter reason. Using several questions on the survey we were able to estimate that approximately 17% of the sample were strong supporters of bilingual education for educational reasons, about 40% were strong supporters for cultural reasons, and about 43% were not strong supporters of bilingual education.

In the nationwide survey we found that although bilingual education had been a salient issue for Hispanics it was not a salient issue for most Americans. In fact, of the seven issues we asked the sample about bilingual education was the least frequently discussed.

A majority of Americans are in favor of some form of bilingual education particularly for non-English speaking children. Thus, only 33% of the nationwide sample as compared with 28% of the Hispanic sample said that non-English speaking children should be in an all English public school program. The rest favored some type of bilingual program. Unlike the hispanics, however, a majority of the nationwide sample opposed any type of bilingual program for children who already know how to speak English. Thus, the major difference in attitudes towards bilingual education between Hispanics and nonHispanic Americans lies in the reasons why they support it. As we pointed out above, most Hispanics support bilingual education more as a way of preserving the cultural heritage of Hispanics than as a way of insuring the educational progress of their children. As the data from the nationwide survey indicated most Americans who support bilingual education do so primarily for its pragmatic educational

reasons. This makes much sense when we consider the differing interests of the two groups. Most Hispanics value the preservation of their cultural heritage and therefore have an interest in using bilingual education as one means to accomplish this. Most nonHispanics do not have an interest in using public funds to help Hispanics preserve their culture but do feel that it is the obligation of the society to make sure that all children receive an adequate education. The data suggest that most Americans accept bilingual education as a useful device in educating non-English speaking children.

Attitudes towards bilingual education among the nationwide sample were influenced by one demographic variable and three attitudinal variables. The only demographic variable to show a correlation was age; with older people being substantially less likely to support bilingual education than younger people. This is probably a result of the greater resistance by old people to the acceptance of new social programs.

Attitudes towards assimilationism, a variable which had had only a weak effect on attitudes towards bilingual education among the Hispanics, had a significant effect among the nationwide sample. Those people who thought that the United States would be better off if immigrants stopped speaking their native language and learned English were less likely to favor bilingual education than were those who did not believe that the U.S. would be better off if immigrants stopped speaking their native language.

The survey contained several questions which indicated that many Americans have negative attitudes towards Hispanic

immigrants. This was expressed by strong feelings about stopping illegal immigration from Latin America and a belief that most immigrants from Latin America end up on welfare. People with negative attitudes towards Hispanics were significantly less likely to support bilingual education than were those with relatively positive attitudes towards Hispanics.

Finally, we found that the general political attitudes of the nationwide sample had a significant effect on their attitudes towards bilingual education. People who were in general liberal and took liberal positions on other issues were more likely to support bilingual education than were those who were generally conservative and took conservative positions on other political issues.

INTRODUCTION

Over the last twenty years the number of Spanish speaking people living in the United States has increased dramatically. Today, "Hispanics" (a mixed group consisting of all people who come from a culture where Spanish is the main language) represent a minority group only slightly smaller than blacks. In the next few years Hispanics will become the largest minority group in the United States. On the East coast there are substantial numbers of immigrants from Puerto Rico, Cuba, and the Dominican Republic. In the West and Southwest there are large numbers of immigrants from Mexico.

In the past when immigrants from other countries came to the United States little public effort was made to teach them or their children how to speak English. Many adult immigrants never learned how to speak English and spent their whole lives living in ethnically segregated areas with other immigrants from their homeland. Their children would learn how to speak English by entering the public schools where English was generally the exclusive language used.

Over the past twenty years a debate has arisen over how the society should deal with the expanding number of non-English speaking people living in the United States. Although most of these people speak Spanish, we have also had a significant number of immigrants from South East Asia who do not speak English. Immigrants generally join the ranks of the poor and disadvantaged. In addition to the impediments imposed by poverty they have the burden of varying degrees of English illiteracy.

The primary focus of this debate has been bilingual education programs offered in the public schools. On average, Hispanic children enrolled in public schools do not learn any of the academic subjects at the same rate as do Anglo children. It is argued by some that this is because they are placed in classes where they cannot understand what is being taught since these children do not speak English well. The advocates of bilingual education believe that Spanish speaking children must be taught in both Spanish and English at least for the period in which they are learning to speak English. Without such a program, they argue, Spanish speaking children will be permanently handicapped in the competition they will face in the occupational world. (references to be added)

Others, both within and outside of the Hispanic community, have argued that bilingual education will actually be counter productive to Hispanics achieving socioeconomic equality (Rodriguez, 1982). They maintain that the only way that Hispanics can compete occupationally is by learning the dominant language. Bilingual education programs will make it easier for Spanish speaking children to continue to speak Spanish and avoid learning English therefore hindering their chances for upward mobility. Thus, one of the main dimensions of the debate has been over whether bilingual education will actually help or hinder Spanish children in achieving upward mobility.

A second dimension of the debate has centered around the desireability of preserving the cultural heritage and identity of Hispanic immigrants. Some people believe in the "melting pot"

model in which all immigrants would learn English and gradually adopt the culture of the dominant Anglo group. Others challenge the melting pot model and believe that immigrants should not only continue to speak their native language (as well as English) but should also preserve as much of the heritage and traditions of their native country as possible (for a discussion of this debate see Glazer and Moynihan, 1970). Some advocates of the latter position believe that it is difficult or impossible to preserve Hispanic culture if the children of Hispanic immigrants do not learn to speak Spanish. These people, therefore, see bilingual education not only as a means of helping Hispanic children to learn the skills necessary to be upwardly mobile, but also as a means of teaching Hispanic children the Spanish language, which will in turn help to preserve their cultural heritage.

The third dimension to the debate over bilingual education is a legal one (Pouncey, 1982). Few would argue against the right of Hispanic immigrants to preserve their language and culture. But there is disagreement over whether it is the obligation of the public school system to provide bilingual education. Part of this battle has been fought in the courts. Under the administration of Jimmy Carter the federal government supported the position of requiring localities to provide a bilingual education in their native language for non-English speaking children. This applied to all non-English speaking children; not only those who spoke Spanish. The Reagan administration has taken a different position on this issue and a recent ruling has raised renewed questions over exactly what type, if any,

bilingual program a public school system is required to offer.

Bilingual education is an issue which has been of deep concern to immigrant, particularly Hispanic, communities; but has had little visibility to the general public. No systematic surveys have been conducted either among Hispanics or the general public to find out how people feel about this issue. This report presents the results of two surveys conducted on bilingual education. The first survey was conducted among two random samples of Hispanic people, one living in New York City and the other in Los Angeles. The survey, conducted on the telephone among a total of 518 people with Hispanic surnames and who identified themselves as coming from a Hispanic culture, was conducted by completely bilingual interviewers who interviewed the respondents either in English or Spanish depending upon which language the respondent felt more comfortable in. The other survey was conducted by telephone among a random sample of 721 people living all across the United States. For a detailed discussion of the procedures and methods used in conducting both surveys see Appendix A.

ATTITUDES OF HISPANICS TOWARDS BILINGUAL EDUCATION

Two hundred and fifty-seven interviews were conducted among Hispanics living in New York City. The majority of these people were Puerto Ricans but there were also a significant number of Dominicans and Cubans. Two hundred and sixty-one interviews were conducted with Hispanics living in Los Angeles. Most of these were Mexicans. Treating the two groups together, 24% of the sample were originally from Puerto Rico, 40% from Mexico, 5% from Cuba, 3% from Colombia, 8% from the Dominican Republic, 16% from other Spanish speaking countries, and 2% were third generation Americans. Thirty-one percent of the interviews were conducted in English and 69% in Spanish.

In order to assess the saliency of bilingual education we asked the respondents how often they spoke with family members or friends about a series of topics. It turned out that 77% of the respondents said that they spoke about bilingual education either "frequently" or "sometimes". Surprisingly, by this measure bilingual education was a slightly more salient issue than United States immigration policy. Sixty-eight percent of the respondents said that they "frequently" or "sometimes" spoke about U.S. immigration policy. The following topics were more salient than bilingual education: the state of the economy (85% discussing this frequently or sometimes), crime (83%), the quality of public education (80%). Besides U.S. immigration policy the following two topics were less salient than bilingual education: foreign policy (59%), and abortion (45%). We may conclude that bilingual education is a topic which is salient for the majority of hispa-

nic people.

The survey contained a series of questions aimed at measuring the attitudes of the respondents towards bilingual education. All of these questions indicated that a signficant majority of Hispanics support some form of bilingual education program. The most general question asked was the following: "In general, how do you feel about bilingual education programs in which Spanish speaking children are taught in both Spanish and English?" Forty-one percent said that they strongly support such programs, 46% said that they support them, 9% said that they oppose them, 1% said that they strongly oppose them, and 3% had no opinion on the question. Only a small minority of Hispanics oppose bilingual education as a general idea.

When the respondents were asked about specific types of programs, however, we found more opposition although still a significant majority of support. In measuring attitudes towards bilingual education we made a distinction between children who do not know how to speak English and those who do. First we asked about children who do not know how to speak English. We asked the following question:

> Do you believe that Hispanic children who do not know how to speak English when they enter the public schools should be taught only in English so that they can learn how to speak English faster, taught in both Spanish and English for a few years until they can learn how to speak English, taught in both Spanish and English throughout their education so that they can learn both languages?

Twenty-eight percent said that the non-English speaking student should be taught only in English. These people are essentially

supporting the position expressed by Rodriguez. Thirty-six percent said that the non-English speaking child should be taught in both Spanish and English for a few years until he or she can learn how to speak English. These people are taking what might be called a pragmatic approach to bilingual education; supporting it for its general educational value rather than for its value in preserving Hispanic culture. Thirty-four percent said that the child should be taught in both Spanish and English throughout their education so that they can learn both languages. These people can be considered to support bilingual education for both pragmatic and cultural reasons. Only one respondent said that the non-English speaking child should be taught only in Spanish and 2% said that they had no opinion on this question.

When asked a question on what type of education should be given to children who already know how to speak English when they enter the public schools, we found 30% saying that they should be taught only in English, 67% saying they should be taught in both languages, 2% saying they should be taught only in Spanish, and 1% with no opinion. The responses to this question suggest that the majority of Hispanics support bilingual education not only for pragmatic purposes but for its contribution to the preservation of Hispanic culture. This became clear when the respondents were asked another question on what the primary goal of educating Hispanic children in both English and Spanish should be. Thirty-six percent said that they believed that the primary goal should be to make sure that Hispanic children do not fall behind in their education because of their language, 34% said

that it should be to help preserve the cultural identity of Hispanic people, 25% said that both were equally important, 4% had no opinion, and 2% volunteered that they were against bilingual education.

We asked one additional question measuring attitudes towards bilingual education. Although there is some dispute as to whether bilingual programs actually cost more than all English programs, it is generally believed that there is at least some additional cost to running such a program. We asked the respondents whether they would be willing to pay higher school taxes in order to offer bilingual education programs. Sixty-nine percent said that they would , 22% said that they wouldn't, and 10% said that it would depend upon how much more it would cost, or that they had no opinion.

About half of the people we interviewed (49%) said that they currently had children attending public school. Of these slightly more than half (53%) said that their youngest child in the public schools was currently receiving all instruction in English; 11% said that their youngest child was receiving all instruction in English but that there was a special class to help children who don't speak English learn it; 21% said that their youngest child was in a bilingual program in which some classes were in Spanish and some in English until the children have learned enough English to enter an all English program; only 10% reported that their child was in a bilingual program in which classes would be taught in both languages as long as the child was in school; 1% said that their youngest child was in some

other type of program; and 4% were unable to answer the question.

It is sometimes implied by strcng supporters of bilingual education programs that parents of Hispanic children who refuse to put their children into available bilingual programs are being disloyal to the Hispanic community. Forty-two percent of the sample agreed with this position, 52% disagreed, and 6% had no opinion. A plurality of respondents agreed that children who are in school programs in which classes are taught in Spanish are looked down upon. Forty-eight percent agreed with this, 41% disagreed, and 11% had no opinion.

It is important to point out that a substantial majority of the respondents report that their children speak English very well. Sixty-nine percent reported having children under the age of 19 living at home with them. Among these people 71% said that their children speak English "very well." If the perception of the parents is correct, and it should be kept in mind that many of the parents do not speak English well themselves, then only a minority of Hispanic children are in a situation where their educational progress will be hindered by failure to speak and understand English. If most Hispanic children do in fact know how to speak English, their lower levels of academic achievement might be more attributable to poverty and its consequences than to language problems.

CAUSAL ANALYSIS OF ATTITUDES OF HISPANICS TOWARDS BILINGUAL EDUCATION

In this section of the report we shall examine what characteristics of Hispanics are correlated with their attitudes towards bilingual education. First, we shall not make a distinction between what we call pragmatic and cultural supporters of bilingual education but shall look at overall support.

In order to measure general attitudes towards bilingual education we created an index. A respondent was given one point for giving each of the responses indicated by an asterisk in Table 1. The maximum score on this index, indicating strong support for bilingual education, was 4; the minimum score 0. Nine percent scored 0, 12% scored 1, 23% scored 2, 33% scored 3, and 23% scored 4. For purposes of analysis we combined those who scored 0 with those who scored 1 and those who scored 3 with those who scored 4. Using this collapsed index we find that 56% of the Hispanics we interviewed strongly favor bilingual education, 23% mildly support it, and 21% oppose it.

Experience

First we wanted to see how the experience of Hispanic parents with the public schools might have influenced their attitudes towards bilingual education. We found that those people who currently had children enrolled in the public schools were slightly more likely to support bilingual education than those who did not currently have children enrolled in public schools. Sixty percent of the former and 50% of the latter scored high on the bilingual education index. This is not an artifact of age

since age was not correlated with attitudes towards bilingual education in the Hispanic sample.

The attitudes of parents towards bilingual education were correlated with the type of school program which their youngest child was in. Among those who said that their youngest child was receiving no instruction in Spanish 50% scored high on the bilingual education index; among those who said their child was in a primarily English program with a class to help non-English speaking children learn English fully 81% scored high on the index; among those whose child was in a bilingual program aimed at preparing students to enter an all English program 65% scored high on the index; and among those whose youngest child was in a bilingual program lasting throughout school 75% scored high on the index. Thus those parents whose children had had any experience with any type of bilingual program tended to show stronger attitudinal support for these programs than those parents whose children had not participated in one.

It is somewhat reassuring to note that there is a strong correlation between the type of program the respondent reports his or her youngest child as being in and the respondent's report of their children's English ability. Among those respondents who said that their children spoke English very well 60% were in an all English program, 38% in some type of bilingual program, and 2% did not know what kind of program their child was in. Among those who report that their children do not speak English very well, only 29% were in an all English program, 16% in a primarily English program with a class to teach English to children who

don't speak it well, 33% were in a program with some classes in English and some in Spanish aimed at preparing the student to enter an all English program, 9% were in a full bilingual program, 3% in some other type of program, and 9% did not know what type of program their child was in. Thus, although the 29% who don't speak English well who are not receiving any instruction in Spanish is a significant number, in general the survey leads to the conclusion that the majority of children who the parents describe as not speaking English well are receiving some type of bilingual educational program and that parents of children in these programs think they are a good idea.

Importance Placed on Learning English

We hypothesized that the attitudes of Hispanics towards bilingual education might be influenced by the importance they placed on learning to speak, read and write English. Perhaps those who placed the greatest emphasis on learning English would be more wary that bilingual education would make it easier for Hispanics to continue to speak Spanish. It turned out, however, that there was very little variance on this variable. The overwhelming majority of Hispanics we interviewed recognize that it is very important for anyone living in the United States to be able to speak English. Thus, fully 89% said it was "very important" for Hispanic people living in the United States to learn how to speak English well, another 10% said it was "important" and only 1 percent said it was "not too important." When asked how important it was for Hispanics living in the United States to learn how to read and write English well we found virtually identical results.

Fully 84% of the sample agreed that in order to earn a good living in the United States it is necessary to speak English; only 15% disagreed with this statement; and 1% had no opinion. Responses given to this question were not correlated with the respondent's score on the index measuring attitudes towards bilingual education.

We asked several other questions which dealt less directly with the significance of learning to use English. We asked the respondents whether they agreed that Hispanics who don't speak English well are treated like aliens even if they are American citizens. Fifty-nine percent agreed with this, 36% disagreed, and 5% had no opinion. But once again there was no signficant correlation between responses given to this question and attitudes towards bilingual education. A similar question asked the respondents whether they agreed or disagreed with the following statement: "A person of Hispanic cultural origins will never really be considered as an American until they can speak English well." Only 41% agreed with this, 52% disagreed, and 7% had no opinion. This question too, however, was not correlated with attitudes towards bilingual education.

The last question dealing with the significance of learning to speak English asked the respondents to say whether they thought that discrimination against Hispanics would go down if most Hispanics learn English. Sixty-seven percent said that they thought it would go down, 5% said it would go up, 26% said it wouldn't affect the amount of discrimination against Hispanics, and 3% had no opinion. Responses to this question were not corre-

lated with attitudes towards bilingual education.

We may conclude that the overwhelming majority of Hispanics believe that it is important to learn how to use English. A majority believe that Hispanics who don't know how to speak English are treated like aliens even if they are American citizens and that discrimination against Hispanics will decline if most Hispanics learn to speak English. Beliefs on this question, however, do not influence attitudes towards bilingual education.

English-Spanish Orientation

There was a good deal of variation among the Hispanics we interviewed in their orientation towards English and Spanish. Some did not speak English at all while others were fluent, some spoke primarily English in their home while others spoke only Spanish, some lived in communities where Spanish was the language used in the streets others in communities where English was used in the streets. We wanted to see whether the current language orientation of the respondent would be correlated with his or her attitude towards bilingual education.

We used the questions displayed in Table 2 to create an index of orientation towards Spanish. A respondent was given one point for giving each response indicated by an asterisk. The maximum score on this index was 6 and the minimum 0. The higher the score the more the respondent was oriented towards the use of Spanish in their everyday life. For purposes of analysis we combined those who scored 1 with those who scored 2 and those who scored 5 with those who scored 6. Since the language orientation of the respondent turned out to be the most significant deter-

minant of their attitudes towards bilingual education, we show the correlation between each item used in the index and attitudes towards bilingual education in Table 3.

In Table 4 we show the relationship between the Spanish language orientation index and attitudes towards bilingual education. The relationship is linear and one of the strongest found in these data. The more the individual is oriented towards Spanish the more likely he or she is to be a strong supporter of bilingual education and the less likely to be opposed to it. It should be pointed out, however, that even a plurality of those who scored 0 on the Spanish orientation index were strongly in favor of bilingual education.

As a confirmation of our earlier finding on the English speaking ability of the respondents' children and the type of program that their youngest child was in, we found a very strong correlation between the respondents' score on the Spanish language index and the likelihood that their youngest child would be in an all English school program. Among those who scored 0 on the Spanish language index fully 80% report that their youngest child is in an all English program. Among those who scored 5 or 6 on the Spanish language index only 30% report that their youngest child is in an all English program. The relationship between these two variables is linear.

There are several possible explanations for why those people who have the strongest Spanish language orientation would be the most likely to favor bilingual education. First, we thought it possible that perhaps those with the strongest Spanish language

orientation would have children who would most need bilingual education. It turned out, however, that Spanish language orientation had a strong effect on attitudes towards bilingual education on both respondents who said their children spoke English very well and those who said that their children did not speak English very well.

Another possibility was that those with the strongest Spanish language orientation would be the least likely to be assimilationist. Questions aimed directly at measuring attitudes towards assimilation, however, were not strongly correlated with attitudes towards bilingual education (see below).

A question asked on what the primary purpose of bilingual education should be did provide some insight into the correlation between Spanish language orientation and attitudes towards bilingual education. Thirty-six percent of the sample had told us that the primary goal of educating Hispanic children in both English and Spanish was to make sure that the Hispanic children do not fall behind in their education because of their language, 34% said the primary goal should be to help preserve the cultural identity of Hispanic children, and 25% said that both were equally important. (Four percent said that they didn't know and 2% volunteered that they were against bilingual education. These 6% were excluded from this part of the analysis.) People who say that the primary goal of bilingual education should be to preserve Hispanic cultural identity or that this is of equal importance to educational goals are more committed to preserving Hispanic culture.

In Table 5 we have cross tabulated attitudes towards bilingual education, by Spanish language orienation, controlling for what the respondent believes the main purpose of bilingual education should be. The relationship is substantially reduced and specified. Among those who believe that the primary goal of bilingual education is the preservation of Hispanic culture and among those who believe that this is equally important with the educational goals, Spanish language orientation does not have a meaningful influence on attitudes towards bilingual education. Even among those who believe that the primary goal should be educational, the influence of Spanish language orientation is weakened and no longer linear. We may conclude then, that the reason why people with strong Spanish language orientation are more in favor of bilingual education is that they are more committed to preserving Hispanic culture and see bilingual education as a means of doing this.

Assimilationism

We asked two questions aimed at measuring assimilationist attitudes. We asked the respondents whether they thought that the United States would be better off if immigrants stopped speaking their native language and learned English and whether the United States would be better off if immigrants adopted American culture and traditions. Forty-eight percent said the United States would be better off if immigrants stopped speaking their native language, 46% thought the U.S. would not be better off, and 6% had no opinion. Forty-six percent said that the U.S. would be better off if immigrants adopted American culture and traditions, 43% thought that the U.S. would not be better off, and 11% had no opinion. It turned out, however, that responses given to both of these questions were not significantly correlated with attitudes towards bilingual education.

We were not completely convinced that these two questions actually were measuring the attitudes of the respondents towards assimilationism. First, we were surprised to find a plurality of the sample expressing "assimilationist" views. Second, we were surprised that the answers given to these questions were not correlated with attitudes towards bilingual education. Following a "rational" model one would expect that people who thought assimilating was good for the U.S. would be less likely to support bilingual education. [* A few people may have thought that assimilating would be good for the U.S. but not necessarily for them. If people thought like this it would have reduced the correlation between this question and scores on the bilingual index.] We used two different techniques to assess the extent to which the

respondents understood the questions on assimilation (for a complete discription see Appendix A). This analysis led to the conclusion that among those respondents who did understand the questions as we intended them there was a moderate association between assimilationist attitudes and attitudes towards bilingual education. Hispanics who favor assimilation were less likely to be strong supporters of bilingual education.

In another question dealing with assimilationism we asked the respondents whether they considered themselves to be an American, a "country of origin" (e.g., a Mexican), or as both equally. Only 16% said that they thought of themselves more as an American, 40% thought of themselves as being more from their country of origin, 43% said that they thought of themselves as being both equally, and 1% couldn't answer the question. Responses given to this question were correlated with attitudes towards bilingual education. People who said that they thought of themselves more as Americans were less likely to strongly support bilingual education than were either those who said that they thought of themselves as being more from their country of origin or as both equally. There were, however, no differences in attitudes between these last two groups. Forty-four percent of those who said they thought of themselves as Americans and 58% of the others had strongly favorable attitudes towards bilingual education.

The survey contained a question in which the respondents were asked how long they planned to live in the United States. A substantial majority, 61%, say they plan to live here for the

rest of their lives; 16% said they planned to live here for at least the next five years; 8% for less than five years; and 14% said that they didn't know how long they would live here. The only group to have signficantly different attitudes towards bilingual education were those who said that they planned to live here for less than five years. Seventy-three percent of these as compared with about 55% of the others had strongly favorable attitudes towards bilingual education.

Demographic Characteristics

In Table 6 we display data showing the correlation between attitudes towards bilingual education and the demographic characteristics of the respondents. In general, demographic characteristics are not significantly related to scores on the index measuring attitudes towards bilingual education. The respondent's education and income level do show some correlation with scores on the bilingual education index. Those with relatively high levels of education and income are less likely to strongly support bilingual education than are people with lower levels of education and income. For income the effect is only present for those in the highest income category. Among those earning over $35,000 a year only 32% strongly favor bilingual education. Approximately 60% of people in lower income groups strongly favor it. The effect of education is also relatively weak and non-linear.

In Table 7 we show the relationship between education and income on each of the items which made up the bilingual index. It is clear that people with relatively high levels of income and education are less likely to support bilingual education than are

those with lower levels. The data also reveal the reason for this correlation. The higher the respondent's education and income the longer they have lived in the United States and the more their orientation is to English rather than Spanish. (See Table 8) This indicates that the longer Hispanics live in the United States the more likely they are to be upwardly mobile, the greater their orientation towards English as compared with Spanish, and the less concerned they are likely to be with bilingual education.

When we controlled for language orientation we were able to substantially eliminate the effect of educational and income level on attitudes towards bilingual education. Thus, for example, controlling for language orientation, education continues to have an effect on the attitudes of respondents towards bilingual education for children who already know how to speak English among people with low Spanish language orientations; but has no effect among people with high Spanish language orientations. The same is true for income; it has an effect only among those who have a low Spanish language orientation and no effect among those who have a high Spanish language orientation. Controlling for Spanish language orientation washes out the effect of both income and education on the respondent's overall attitudes towards bilingual education (Question 21).

REASONS FOR SUPPORT OF BILINGUAL EDUCATION

Up until this point we have only been concerned with specifying what characteristics of the Hispanics we interviewed were correlated with their general attitudes towards bilingual education. Now we want to look more closely at the different reasons for support of bilingual education. As we have already pointed out there are two general justifications given for this type of program. First, it is maintained that bilingual education prevents non-English speaking children from falling behind in their education. Its purpose is to enable these students to keep up educationally with their English speaking peers. We refer to this as a utilitarian or pragmatic justification. If this is the reason for supporting bilingual education, presumably once a student had learned enough English to take part in an all English program there would be no further need for this student to participate in a bilingual program.

The second main reason for supporting bilingual education we refer to as a cultural justification. Advocates of bilingual education believe that people of different cultural heritages should preserve them and that this is difficult if children are in all English programs in which they are not taught in their native language. The cultural justification sees the primary purpose of bilingual education as an aid in the preservation of the cultural heritage of the non-English speaking student. Therefore, the student should be in a bilingual program throughout his or her education even if the child speaks English well.

Although many members of our sample probably could not arti-

culate these different justifications in the way we have presented them here, we wanted to see if we could detect from the answers given to the various questions why the respondents supported bilingual education. We began by cross tabulating the responses given to the question on what type of program should be given to a student who did not know how to speak English with answers given to the question on what type of program should be given to students who already know how to speak English when they enter the public schools. (See Table 9)

The data in Table 9 show a significant number of respondents giving what might be thought of as inconsistent answers to these two questions. For example, one might expect that those people who thought that non-English speaking students should be in all English programs would also favor all English programs for English speaking students. It turned out, as Table 9 indicates, that 47% of the respondents who favor all English programs for non-English speaking children favor bilingual programs for English speaking children. It is possible that these respondents might have thought that all English programs are better for non-English speaking students and that once they learn English they should be in a bilingual program. We believe it more likely, however, that the first question was somewhat too complex for some of the respondents to make the distinction between a bilingual program that would last for a few years until the student learned English and a bilingual program that would last throughout their education. This distinction might be more important to scholars and intellectuals than it was to the people

we interviewed.

Likewise if the respondent had answered both questions in a "rational" way those people who said that non-English speaking students should be in bilingual programs only till they learned English would have said that English speaking students should be in an all English program. However, 62% of these people said that English speaking students should be in a bilingual program. A logical rationale for this response pattern is not evident.

Cross tabulating responses to the two questions on bilingual education for children who did not speak English and those who do speak English with the question on the primary purpose of bilingual education also revealed substantial "irrationalities." Thus, for example, among those who said that the primary purpose of bilingual education should be educational, we still find 55% saying that students who already know how to speak English should be in bilingual programs. And among those who say that the primary purpose should be cultural 22% say that children who already know how to speak English should be in all English programs.

Clearly there were some respondents who either did not understand the implications of some of the questions or who did not have coherent views on the subject that fit our intellectualized notions of rationality. We attempted to "rationalize" the data in two different ways. In one of the methods we created an index in which people who said that children who do not know how to speak English should be in an all English program were coded as being opposed to bilingual education no matter what they said to the question on children who spoke English. In the other

method we eliminated those cases from the sample who gave inconsistent responses and recomputed scores on the index measuring attitudes towards bilingual education. Using both of these "rationalized" indices of attitudes towards bilingual education did not yield substantively different results than using the question on attitudes towards bilingual education for children who already speak English (Q. 19). The index in which the inconsistent respondents were eliminated showed slightly stronger associations. But this index did not show an association with any variable that the non-rationalized question did not also show an association with. We concluded that the fact that some respondents might have misunderstood some of the questions introduced some noise into the analysis but did not substantively change the results.

In order to estimate the proportions of Hispanics who favor bilingual education for pragmatic or cultural grounds we cross tabulated scores on our general index of attitudes towards bilingual education with responses given to the question on what the primary goal of bilingual education should be. (See Table 10)

Those people who scored high on the bilingual index and said that the primary purpose of bilingual education is educational were classified as being strong supporters for pragmatic reasons. Those who scored high on the index and said that the primary purpose was cultural or that cultural and educational reasons were equally important were classified as being strong supporters for cultural reasons. [*Note: The people who said both educational and cultural reasons were equally important were classified with

the people who said cultural reasons were the most important because in all the cross tabulations these two groups looked virtually identical. For example, among those who said that education was the primary goal 55% said that English speaking children (Q. 19) should be in a bilingual program; among those who said preservation of culture was the primary goal 75% favored bilingual programs for English speaking children; and among those who said both were equally important 77% favored bilingual programs for English speaking children.] Those who scored either low or "medium" on the bilingual index were classified as being either mild or weak supporters of bilingual education. Using this typology we find that 17% of the sample support bilingual education for pragmatic reasons, 40% for cultural reasons, and 43% are not strong supporters.

Since most Hispanics who support bilingual education do so for cultural as opposed to pragmatic educational reasons, it is not surprising to find that the same variables which were correlated with overall attitudes towards bilingual education are also correlated with supporting bilingual education for cultural reasons. Thus, for example whether we use the question on whether children who know how to speak English should be in bilingual programs or the question on what the primary goal of bilingual education should be, we find the same variables correlated with it. The primary correlates of cultural support for bilingual education are shown in Table 11. We find variables such as the respondent's score on the Spanish language orienation index, how long they have lived in the United States, their identity as an

American, and education and income to be significant correlates of cultural support for bilingual education. As with general attitudes towards bilingual education Hispanics with relatively high educational and income levels and a relatively weak orientation towards the Spanish language are the least likely to support bilingual education for cultural reasons.

Interestingly one of the variables which turned out to be the most strongly correlated with virtually all indicators of attitudes towards bilingual education was the respondent's attitude towards whether or not Anglos should be required to learn Spanish in the public schools. Fifty-five percent of the sample agreed that they should, 41% disagreed, and 4% had no opinion. We found, for example, that among those who agreed with this statement 67% scored high on the bilingual education index; among those who disagreed with the statement 40% scored high. As can be seen in Table 11 answers given to this question were also strongly correlated with both questions used to measure cultural support for bilingual education.

Although wanting Anglo children to learn to speak Spanish is not a direct measure of support for bilingual education programs, it does express the desire for a more bilingual culture. It turns out that the same variables which are correlated with attitudes towards bilingual education are also correlated with wanting Anglo children to be required to learn Spanish. Thus Spanish language orientation, length of time lived in the United States, identity as an American, plans to continue to live in the United States, and education and income were all strongly correlated

with wanting Anglos to learn Spanish. As an example, consider the effect of income. Among respondents in the highest income category, those earning over $35,000 a year, only 19% said that Anglo children should be required to learn Spanish in the public schools. Among those in the lowest income category, those earning under $10,000 a year, fully 73% said that Anglo children should be required to learn Spanish.

BILINGUAL EDUCATION AND EVALUATION OF PUBLIC SCHOOLS

Before going on to look at the attitudes of the nationwide sample towards bilingual education, we wanted to see how the attitudes of Hispanic parents towards bilingual education and the type of program that their youngest child was in was correlated with their evaluation of the quality of the public education their children were receiving.

When asked how they would rate the quality of education that their children were receiving in public schools 20% of the parents said it was "excellent", 38% said it was "good", 32% said it was "only fair", 6% said it was "poor", and 4% had no opinion. For purposes of analysis those saying only fair were combined with those saying poor and those with no opinion were excluded. When we cross tabulated the type of program that the youngest child was in by the rating given the public school we found only a weak effect. Among those parents whose youngest child was in an all English program 40% gave the schools an unfavorable evaluation; among those whose youngest child was in a program that was primarily English but included a class aimed at teaching non-English speaking children how to speak English only 27% gave the public schools an unfavorable rating; but among those whose children were in a bilingual program aimed at preparing children to enter an all English program 39% gave the schools an unfavorable rating, and 35% of those in a "full" bilingual program gave the public schools an unfavorable rating. Thus, parents of children who are in some type of bilingual program are only slightly more likely to give the schools a favorable rating than

are those who are in an all English program.

The survey contained another question aimed at measuring satisfaction with the public schools. We asked the parents how satisfied they were with the help that is being given to Spanish speaking children in the public school attended by their youngest child. Only 23% said that they were very satisfied, 51% said that they were satisfied, 15% said that they were not satisfied, 2% volunteered that no help was being given Spanish speaking children, and 9% said that they didn't know. In general, parents of children who were in all English speaking programs were significantly more likely to say that they were not satisfied with the help being given Spanish speaking children than were parents of children attending any type of bilingual program. Thus 24% of parents of children in all English programs and 11% of parents of children in any type of bilingual program said that they were not satisfied. Interestingly, parents whose children were in full bilingual programs were significantly more likely to say that they were not satisfied than those who were in limited bilingual programs. Twenty-one percent of the former and 8% of the latter said that they were not satisfied. This could be because parents of children in full bilingual programs have higher expectations.

We also looked at how satisfaction with the schools was influenced by attitudes towards bilingual education controlling for the type of program that the youngest child was in. There were only enough cases to look at the partial for those parents whose children were currently in an all English program. For these parents those who were most in favor of bilingual education

were actually less likely to give the public schools a negative evaluation than those who were opposed to bilingual education. Thirty-eight percent of the latter as compared with 45% of the former gave the public schools a negative evaluation. Attitudes towards bilingual education also did not have any effect on how satisfied the parents were with the help that was being given to Spanish speaking children. Thus, among parents whose youngest child was in an all English program people who strongly favored bilingual education were not significantly more likely to be dissatisfied with the help being given Spanish speaking children than were those who opposed bilingual education. [* There were not enough cases to examine how those parents whose children did not speak English very well and were in an all English program evaluated the public schools.]

We may conclude that the parents' evaluation of the public schools, including their degree of satisfaction with the help being offered to Spanish speaking children, is not significantly influenced by their attitudes towards bilingual education.

ATTITUDES OF AMERICANS TOWARDS BILINGUAL EDUCATION

The first part of this report has described the attitudes of Hispanic people living in New York City and Los Angeles towards bilingual education. The second phase of this research was aimed at finding out how a random sample of Americans felt about the subject of bilingual education. We completed interviews with a random sample of 721 people living in all parts of the United States. The survey was done on the telephone and utilized a random digit dialing sample which can be considered to be representative of all residential telephone subscribers living in the United States. For a detailed discussion of the procedures used in conducting this survey see Appendix A.

For reasons of comparability many of the questions used in the nationwide survey were identical to those used in the survey of Hispanics. We began the survey by attempting to measure the saliency of bilingual education. We used the same set of questions as we had used on the survey of Hispanics. Respondents were asked how frequently they spoke with familiy members or friends about a series of topics including bilingual education. Only 33% of the nationwide sample, as compared with 77% of the Hispanic sample said that they talked frequently or sometimes about bilingual education. Bilingual education was the least salient of all the topics included in the survey. In Table 12 we show the salience of the various issues included in the survey for both the nationwide sample and Hispanics. Interestingly, for all the issues except bilingual education and U.S. immigration

policy, issues which are especially relevant to Hispanics, the saliency figures for the nationwide sample and the Hispanic sample are very similar. In fact, excluding the two special issues, the rank order of issue saliency is identical.

Although it is probably true that many respondents exaggerate the frequency with which they talk about some of the issues we questioned them on, as a relative measure of saliency this procedure is useful. Clearly bilingual education is not among the most important issues to most Americans.

The survey used some of the same questions that we had used in the survey of Hispanics to measure the attitudes of the nationwide sample towards bilingual education. The four questions used and the answers given are shown in Table 13. A majority of Americans are in favor of some type of bilingual education for children who do not know how to speak English when they enter the public schools. Only 33% say that these children should be taught only in English, 42% say they should be in a bilingual program for a few years until they can learn how to speak English, 21% believe they should be in a "full" bilingual program. (One percent said that they should be taught only in their native language and 3% had no opinion on the question.) Thus, Americans as a group are only slightly less in favor of some type of bilingual education for non-English speaking children than are Hispanics as a group. Seventy percent of hispanics and 63% of the nationwide sample support some type of bilingual education for non-English speaking children.

On the question of bilingual education for children who

already know how to speak English, we did find significant differences between Hispanics and the nationwide sample. A majority of the nationwide sample said that children who already know how to speak English should be taught only in English, 41% said that they should be in a bilingual program, 2% said they should be taught only in their native language and 4% had no opinion. Sixty-seven percent of the Hispanic sample said that English speaking children should still be in a bilingual program.

When asked whether they would be willing to pay higher school taxes to support bilingual education, the sample was almost equally divided: 45% said that they would, 47% said that they would not, and 8% either had no opinion or said that it would depend upon how much the taxes were raised. Sixty-nine percent of the Hispanic sample said that they would be willing to pay higher school taxes to support bilingual education. Of course, it should be pointed out that given the significantly lower income distribution of the Hispanic sample and the fact that most of them probably live in rented dwellings rather than in their own homes, the effect of higher real estate taxes would be less immediately felt by many of the Hispanics.

Finally, when asked a general question about bilingual education programs only 15% of the nationwide sample said that they strongly support them, 49% said that they support them, 18% said that they oppose them, 10% said that they strongly oppose them, and 8% said that they had no opinion on this question. Forty-one percent of the Hispanic sample said that they strongly support bilingual programs and 46% said that they support them.

These data lead to the conclusion that a majority of Americans support the idea of bilingual education but are more likely than are the Hispanics to believe that the primary goal of bilingual education is educational achievement rather than the preservation of a cultural heritage. Thus, we find the nationwide sample with similar attitudes to the Hispanics on bilingual education for non-English speaking children but with different attitudes than the Hispanics on bilingual education for children who already know how to speak English.

In the survey of Hispanics we found some evidence indicating that some of the respondents might not have fully understood the distinction in the questions between offering bilingual education for non-English speaking children and offering it for children who already know how to speak English. On the nationwide survey we found a higher level of consistency in responses given to these two questions. Among those people who said that they opposed bilingual education for non-English speaking children fully 78% said that they would also oppose it for children who do know how to speak English and only 18% said that they would favor bilingual education for these children. Among those who said that they would favor a full bilingual program for non-English speaking children 73% said that they would favor such a program for children who already knew how to speak English and 21% said that they would not. Although a minority gave inconsistent responses a large majority had response patterns which fit our "rationalized" model.

CAUSAL ANALYSIS OF ATTITUDES OF AMERICANS TOWARDS BILINGUAL EDUCATION

In this section of the report we present data showing what characteristics of Americans are correlated with their attitudes towards bilingual education. In order to conduct this analysis we constructed an index of attitudes towards bilingual education from responses given to the four questions listed in Table 13. A respondent was given one point for each answer indicated with an asterisk. The maximum score a respondent could receive was 4 and the minimum score 0. For analytic purposes we combined those who scored 1 with those who scored 2 and those who scored 3 with those who scored 4. This last group will be considered to be those who generally support bilingual education. Using this measure, 49% of the sample support bilingual education, 32% are mildly opposed to it, and 19% are strongly opposed to it.

Because the issue of bilingual education is not very salient for a majority of the people we interviewed we wanted to see whether those for whom it was relatively more salient had different attitudes than those for whom it was relatively less salient. It turns out that frequency with which bilingual education is discussed is not significantly correlated with attitudes towards it. Among those people who said that they frequently discuss this topic 49% scored high on the index of attitudes towards bilingual education. Among those who said that they never talk about this topic 44% scored high on the index.

One third of the nationwide sample currently had children who were attending public schools; but this variable did not

influence attitudes towards bilingual education. When asked to evaluate the quality of education that their children were receiving in the public schools 21% of the nationwide sample said it was "excellent," 48% said it was "good," 26% said it was "only fair," 3% said it was "poor," and 2% had no opinion. Comparing these responses with those given by the Hispanics we find that 69% of the nationwide sample as compared with 58% of the Hispanic sample gave the public schools a favorable evaluation.

We asked both the Hispanic and the nationwide sample a question aimed at finding out whether the respondents felt that parents or the public schools were primarily responsible for teaching children about their cultural heritage. The question was:

> When parents of children from different ethnic and cultural backgrounds want their children to learn the history, language and culture of their ancestors, who should do the main job of teaching them: the public schools, the parents, or both?

Although a majority of both the Hispanic and nationwide sample said that the parents had the primary responsibility for this task, interestingly, the nationwide sample was more likely than the Hispanic sample to say that the public schools should take primary responsibility for this. Thus 10% of Hispanics and 19% of the nationwide sample said that the public schools should be primarily responsible for educating children about their cultural background, 59% of Hispanics and 63% of the nationwide sample said that it should be primarily the responsibility of the parents, and 31% of the Hispanics and 16% of the nationwide sample said that both should share the responsibility.

This variable was correlated with attitudes towards

bilingual education among the Hispanics but was not correlated with attitudes towards bilingual education among the nationwide sample. This outcome is probably a result of the fact that most members of the nationwide sample who support bilingual education do not see its primary function as cultural and therefore the question was somewhat irrelevant to their attitudes towards bilingual education.

In Table 14 we show the correlation between scores on the index measuring attitudes towards bilingual education and the demographic characteristics of the respondents. There is only one characteristic which is strongly correlated with attitudes and that is age. Younger people are signficantly more likely to support bilingual education than are older people. Since this correlation did not "washout" when we controlled for political attitudes, it is probably indicative of the greater reluctance of older people to accept new social programs rather than of their higher level of political conservatism. [*As we shall show below, political conservatism is strongly correlated with attitudes towards bilingual education.]

Education and income are not correlated with attitudes towards bilingual education among the nationwide sample. Although we did find some relatively small correlations between these two variables and individual items on the bilingual education index (all of them showing a slightly greater tendency for people with relatively low levels of education and income to support bilingual education), we may conclude that socio-economic-status as measured by these variables is not significantly correlated

with attitudes towards bilingual education.

Besides age the only variables correlated with attitudes towards bilingual education among the nationwide sample were attitudes towards assimilationism, attitudes towards Hispanics, and general political attitudes. Those respondents who favor assimilationism, have relatively negative attitudes towards Hispanics, and relatively conservative general political attitudes are the least likely to support bilingual education.

Assimilationism

We used the same two questions to measure attitudes towards assimilationism as we had used on the survey of Hispanics. First, we asked the responsdents whether they thought that the United States would be better off if immigrants stopped speaking their native language and learned English. Forty-eight percent of the nationwide sample said that they did believe that the country would be better off if immigrants stopped speaking their native language, 43% said that they didn't think the country would be better off, and 9% had no opinion. The responses given by the Hispanic sample were virtually identical with 48% agreeing that the United States would be better off if immigrants stopped speaking their native language.

As we expected, those respondents who believe in cultural assimilationism are significantly less likely to support bilingual education than are those who do not believe in cultural assimilationism. Thirty-four percent of the former as compared with 63% of the latter support bilingual education. We cross tabulated the question on whether the U.S. would be better off if

immigrants stopped speaking their native language with the individual components of the bilingual education index.

Even a plurality of those people who believe in assimilationism support some type of bilingual education for children who do not know how to speak English. Thus, 44% of these respondents said that non-English speaking children should be in all English programs; whereas 51% supported some type of bilingual program for non-English speaking children. Of those who oppose assimilationist views only 21% favored all English programs for non-English speaking children. Sixty-three percent of assimilationists and 44% of non-assimilationists favor all English programs for those children who already know how to speak English. These data confirm the conclusion that a majority of Americans will support bilingual education for non-English speaking children to achieve educational goals and are less likely to support bilingual education for cultural purposes. These views are held particularly strongly by those people who believe in assimilationism.

The other question on assimilationism asked the respondents whether they thought that the United States would be better off if immigrants adopted American culture and traditions. Forty-eight percent said that it would be, 40% believed that it wouldn't be, and 12% had no opinion. Forty percent of those saying that the United States would be better off and 61% of those saying that the United States would not be better off if immigrants adopted American culture and traditions scored high on the bilingual education index.

Attitudes Towards Hispanics

The survey contained several questions which either directly or indirectly measured the attitudes of the respondents towards Hispanics. These questions and the responses given to them by both the nationwide sample and the Hispanic sample are shown in Table 15. As we would expect on these questions measuring attitudes towards Hispanics there were substantial differences between the nationwide and the Hispanic samples. A majority of Hispanics agreed that the United States should let anyone who wants to come to the U.S. to work; a substantial majority of the nationwide sample disagreed with this. A plurality of Hispanics said that in the fight between England and Argentina over the Falkland Islands that the U.S. should have supported Argentina; two thirds of the nationwide sample disagreed with this position.

The nationwide survey contained two questions aimed at measuring attitudes towards Hispanics which were not included on the Hispanics survey. Sixty-one percent agreed that the U.S. should do whatever is necessary to stop the immigration of illegal aliens from Latin America even if this means that taxes would have to be raised; 28% disagreed with this position; and 11% had no opinion on this question.

Forty-six percent of the nationwide sample said that Spanish speaking immigrants frequently become a burden on our welfare system, 37% disagreed with this statement, and 16% said that they had no opinion. The Hispanic survey actually contained a series of questions aimed at finding out if the Hispanics were receiving any form of public assistance. Twelve percent said that they were

currently receiving welfare, 13% said they were receiving social security, 14% food stampls, 12% unemployment benefits. Thirty-two percent of the sample are currently receiving some form of public assistance. When both social security and unemployment benefits are considered this is a proportion which is probably not higher than would be found in a survey of the general population.

We combined the questions shown in Table 15 into an index of attitudes towards Hispanics. A respondent was given one point for each of the responses indicated with an asterisk in the table. A maximum score of 4 indicated relatively favorable attitudes towards Hispanics and a minimum score of 0 indicated relatively negative attitudes towards Hispanics. For analytic purposes we combined those who scored 0 with those who scored 1 and those who scored 3 with those who scored 4. Using this index we had 15% of the sample with favorable attitudes towards Hispanics, 24% with moderately favorable attitudes, and 60% with relatively unfavorable attitudes. Among those with favorable attitudes 66% support bilingual education, among those with moderately favorable attitudes 60% support bilingual education, and among those with relatively unfavorable attitudes 40% support bilingual education.

General Political Attitudes

Attitudes towards bilingual education is an issue which seems to be influenced by an underlying liberal-conservative ideological dimension which is correlated with positions taken on many of the key social, economic, and political issues currently being debated. Not surprisingly liberals are more likely to favor

bilingual education than are conservatives. Twenty percent of the nationwide sample described themselves as being political "liberals," 44% describe themselves as "middle-of-the-road," 30% say they are politically "conservative," and 5% were unable to answer the question. Among self-designated liberals fully 68% scored high on the index measuring attitudes towards bilingual education, among moderates 47% scored high, and among self-designated conservatives 42% scored high.

The survey also contained a series of questions measuring specific political attitudes not directly related to bilingual education. Those which are correlated with attitudes towards bilingual education along with the responses given are shown in Table 16. First, we compare the responses given by the nationwide sample with those given by the Hispanics. The Hispanics are substantially more "liberal" on the issue of socialized medicine. This fits prior survey findings which indicate that attitude towards socialized medicine is strongly correlated with income. Hispanics are also slightly more liberal on the issue of capital punishment although a substantial majority still support the death penalty. The nationwide sample takes a much more "liberal" position on the issue of abortion. This is undoubtedly a result of the fact that the Hispanic sample was primarily traditional catholics. The nationwide sample also took a more liberal position in attitudes towards welfare recipients. A majority of the nationwide sample disagreed that most people on welfare really don't want to work; but a plurality of the Hispanics agreed with this statement. Again this fits in with prior survey findings in

which we have found that low income people are more likely to express negative attitudes towards welfare recipients than are people with relatively high income levels.

We used the questions shown in Table 16 to create a general index of political attitudes. A respondent was given one point for giving each of the answers indicated by an asterisk in Table 16. This created an index with a maximum score of 4 and a minimum score of 0. For analytic purposes we combined those who scored 0 with those who scored 1 and those who scored 3 with those who scored 4. The relationship between the scores on this index and scores on the index measuring attitudes towards bilingual education is shown in Table 17. These data confirm our prior conclusion that one of the most important determinants found of attitudes towards bilingual education is general political attitudes.

Table 1

Questions Used in Bilingual Education Index

(Hispanic Survey)

Do you believe that Hispanic children who do not know how to speak English when they enter the public schools should be:

taught only in English so that they can learn how to speak English faster.	28%
* taught in both Spanish and English for a few years until they can learn how to speak English.	36
* taught in both Spanish and English throughout their education so that they can learn both languages.	34
Don't Know	2
Total	100%

Do you believe that Hispanic children who know how to speak English when they enter the public schools should be:

taught only in English	30%
* taught in both Spanish and English	67
* taught only in Spanish	2
Total	99%

Teaching children who don't know how to speak English in a bilingual education program costs more money than it would to teach everyone in English. Would you be willing to pay higher school taxes in order to offer bilingual education programs?

* yes	69%
no	22
Don't Know, Depends upon how much	10
Total	101%

Table 1 Continued

Questions Used in Bilingual Education Index

(Hispanic Survey)

In general, how do you feel about bilingual education programs in which Spanish speaking children are taught in both Spanish and English.

* you strongly support them	41%
you support them	46
you oppose them	9
you strongly oppose them	1
Don't know	3
Total	100%

* Indicates responses used in creating the index of attitudes towards bilingual education.

Table 2

Questions Used in the Spanish Language Orientation Index

(Hispanic Survey)

When you talk with other members of your family do you generally speak in:

* Spanish	55%
English	11
Both	34
Total	100%

In the neighborhood where you live, what language do most people speak at home?

* Spanish	29%
English	33
Both equally	37
Total	99%

In the neighborhood where you live, what language do most people speak in the streets?

* Spanish	22%
English	46
Both equally	31
Total	99%

How often do you read a Spanish language newspaper?

* several times a week or more	32%
* about once a week	18
less than once a week	22
never	28
Total	100%

Table 2 Continued

Questions Used in the Spanish Language Orientation Index

(Hispanic Survey)

How often do you listen to a Spanish language television or radio station?

* several times a week or more	63%
about once a week	15
less than once a week	11
never	10
Total	99%

Interview conducted in:

English	31%
* Spanish	69
Total	100%

* Indicates answers used in creating the Spanish language orientation index.

Table 3

Attitudes Towards Bilingual Education by Indicators of Spanish Language Orientation

(Hispanic Survey)

	% Strongly Supporting Bilingual Education	Number of Cases
When you talk with other members of your family do you generally speak in:		
Spanish	60%	284
English	42	56
Both	53	177
In the neighborhood where you live, what language do most people speak at home?		
Spanish	61%	148
English	49	169
Both equally	59	187
In the neighborhood where you live, what language do most people speak in the streets?		
Spanish	64%	111
English	51	236
Both equally	58	161
How often do you read a Spanish language newspaper?		
several times a week or more	64%	167
about once a week	59	93
less than once a week	54	113
never	46	145

Table 3 Continued

Attitudes Towards Bilingual Education by Indicators of Spanish Language Orientation

(Hispanic Survey)

	% Strongly Supporting Bilingual Education	Number of Cases
How often do you listen to a Spanish language television or radio station?		
several times a week or more	63%	328
about once a week	48	77
less than once a week	49	59
never	29	52
Interview conducted in:		
English	52%	261
Spanish	60	257

Table 4

Attitudes Towards Bilingual Education

by Spanish Language Orientation Index

Attitudes Towards Bilingual Education	Score on Spanish Language Orientation Index: English 0	1,2	3	4	Spanish 5,6
Oppose	32%	31%	16%	16%	9%
Mildly support	23	21	28	21	25
Strongly support	45	48	55	64	66
Total	100%	100%	99%	101%	100%
Number of cases	65	141	103	121	88

Table 5

Attitudes Towards Bilingual Education
by Spanish Language Orientation
by Primary Aim of Bilingual Education*
(Hispanic Survey)

% Scoring high on bilingual education index

Main Purpose of Bilingual Education	Spanish Language Orientation Index: English 0	1,2	3	4	Spanish 5,6
Make sure children do not fall behind	27 (33)	47 (66)	42 (33)	60 (30)	59 (22)
Preserve cultural identity	83 (12)	51 (41)	68 (37)	62 (56)	70 (30)
Both	62 (16)	48 (25)	62 (24)	75 (28)	66 (35)

* Number of cases for each cell in parenthesis.

Table 6

Attitudes Towards Bilingual Education

by Demographic Characteristics

	% Strongly Supporting Bilingual Education	No of Cases
Country of origin		
third generation American	55	11
Puerto Rico	63	124
Mexico	53	207
Cuba	61	28
Columbia	41	17
Dominican Republic	61	44
Other	51	84
Age		
under 25	59	49
25-34	56	205
50	55	170
51-65	52	68
65 or older	57	23
Work Full Time		
yes	53	293
no	59	223
Marital Status		
married	55	361
single	59	76
widowed	73	15
divorced or separated	50	62
Education		
some high school or less	60	216
high school graduate	52	151
some college	54	99
college graduate	49	47
Income		
under $10,000	60	135
$10,000 to $15,000	59	112
$16,000 to $25,000	54	129
$26,000 to $35,000	58	45
over $35,000	32	31

Table 6 Continued

Attitudes Towards Bilingual Education

by Demographic Characteristics

	% Strongly Supporting Bilingual Education	No. of Cases
Race		
white	54	286
black	71	21
other	56	208
Sex		
male	55	244
female	56	273
Location		
Los Angeles	52	261
New York	60	257

Table 7

Education and Income by Specific Questions in Bilingual Education

(Hispanic Survey)

	Education				Income				
	Some high School or Less	High School Graduate	Some College	College Graduate	Under $10,000	$10-$15	$16-$25	$26-$35	Over $35
Do you believe that hispanic children who do not know how to speak English when they enter the public schools should be:									
taught only in English so that they can learn how to speak English faster.	24%	31%	33%	32%	25%	30%	32%	24%	39%
taught in both Spanish and English for a few years until they can learn how to speak English.	32	36	38	47	31	35	36	53	42
taught in both Spanish and English throughout their education so that they can learn both languages.	42	31	28	21	42	34	31	22	19
taught only in Spanish	0	1	0	0	1	0	0	0	0
Don't know	2	2	0	0	2	2	1	0	0
Total	100%	101%	99%	100%	101%	101%	100%	99%	100%
Number of Cases	216	151	99	47	135	112	129	45	31

Table 7 Continued

Education and Income by Specific Questions in Bilingual Education

(Hispanic Survey)

	Education				Income				
	Some high School or Less	High School Graduate	Some College	College Graduate	Under $10,000	$10-$15	$16-$25	$26-$35	Over $35
Do you believe that hispanic children who know how to speak English when they enter the public schools should be:									
taught only in English	18%	37%	39%	51%	19%	26%	36%	49%	48%
taught in both Spanish and English	80	61	56	49	79	71	61	51	48
taught only in Spanish	2	1	2	0	3	1	2	0	0
Don't Know	1	1	3	0	0	3	1	0	3
Total	101%	100%	100%	100%	101%	101%	100%	100%	99%
Number of Cases	215	151	99	47	135	112	129	45	31

Table 7 Continued

Education and Income by Specific Questions in Bilingual Education

(Hispanic Survey)

	Education				Income				
	Some high School or Less	High School Graduate	Some College	College Graduate	Under $10,000	$10-$15	$16-$25	$26-$35	Over $35
In general, how do you feel about bilingual education programs in which Spanish speaking children are taught in both Spanish and English:									
you strongly support them	40	42	42	52	45	39	46	48	31
you support them	52	45	47	30	50	53	43	36	38
you oppose them or strongly oppose them	8	13	10	18	5	8	11	16	31
Total	100%	100%	99%	100%	100%	100%	100%	100%	100%
Number of Cases	208	148	97	44	129	110	125	44	29

Table 8

Spanish Language Orientation by Education, Income, and Length of Time Lived in the United States

(Hispanic Survey)

	Spanish Language Orientation								
Education	0	1	2	3	4	5	6	Total	No of Cases
high school or less	4%	5	10	24	32	16	9	100%	216
high school graduate	11%	15	20	15	21	11	7	100%	151
some college	28%	16	22	15	11	4	3	99%	99
college graduate	26%	26	13	23	13	0	0	101%	47
Income									
under $10,000	2%	5	13	21	34	16	8	99%	135
$10,000-$15,000	8%	7	18	20	23	11	12	99%	112
$16,000-$25,000	16%	17	13	19	21	10	4	100%	129
$26,000-$35,000	31%	18	24	9	7	4	7	100%	45
over $35,000	36%	26	13	23	3	0	0	101%	31
Length of Time Lived in the United States									
all your life	41%	22	21	10	5	2	0	101%	121
more than 20 years	10%	20	11	24	23	6	5	99%	108
10 to 20 years	2%	7	20	23	29	13	6	100%	154
9 to 5 years	1%	0	15	22	33	13	15	99%	72
less than 5 years	0%	3	3	21	35	25	13	100%	63

Table 9

Attitude Towards Bilingual Education for Non-English Speaking Hispanic Child by Attitude Towards Bilingual Education for English Speaking Hispanic Child

(Hispanic Survey)

		Non-English Speaking	
English speaking	All English	Spanish and English for a few years	Spanish and English (throughout their Education
All English	52%	36%	8%
Spanish and English	47	62	87
All Spanish	-	1	4
Don't Know	1	1	1
Total	100%	100%	100%
Number of Cases	147	184	178

Table 10

Typology of Attitudes Towards Bilingual Education

(Hispanic Survey)

Primary Goal of Bilingual Education	Score on Bilingual Education Index: Low	Medium	High
Educational	51	48	85 [1]
Cultural	24 [3]	40	112 [2]
Both	20	27	81

	Number of Cases	Percent
1. Strongly Support Pragmatic Reasons	85	17%
2. Strongly Support Cultural Reasons	193	40
3. Mild or Weak Support	210	43
Total	488	100%

Table 11

Cultural Support of Bilingual Education by Other Variables*

(Hispanic Survey)

	% Supporting Bilingual Education for Children who Already Speak English	% Saying Primary Goal Should be Educational
Spanish Language Orientation		
Low 0	45 (65)	54 (61)
1,2	55 (141)	50 (132)
3	72 (102)	35 (94)
4	74 (121)	26 (114)
High 5,6	85 (88)	25 (87)
Length of Time in United States		
all your life	51 (121)	54 (114)
more than 20 years	68 (108)	38 (100)
10 to 20 years	71 (154)	32 (146)
9 to 5 years	78 (71)	33 (66)
less than 5 years	73 (63)	26 (62)
Nationality Classification		
American	45 (82)	53 (75)
country of origin	73 (204)	30 (192)
as both equally	70 (219)	39 (211)
don't know		
Plan to live in United States		
for the rest of your life	60 (313)	41 (292)
for at least the next five years	75 (83)	36 (81)
for less than five years	80 (44)	22 (41)
don't know	79 (75)	35 (72)
The U.S. let anyone who wants come to this country to work		
agree	73 (296)	32 (284)
disagree	55 (170)	51 (158)
don't know	71 (51)	26 (46)

* Number of cases in parenthesis.

Table 11 Continued

Cultural Support of Bilingual Education by Other Variables*

(Hispanic Survey)

	% Supporting Bilingual Education for Children who Already Speak English	% Saying Primary Goal Should be Educational
All Anglo children in the U.S. should be required to learn Spanish in the public schools		
agree	80 (285)	30 (275)
disagree	46 (211)	50 (192)
don't know	90 (20)	35 (20)
Education		
some high school or less	80 (215)	33 (203)
high school graduate	61 (151)	41 (143)
some college	56 (99)	42 (94)
college graduate	49 (47)	43 (44)
Total Family Income		
under $10,000 a year	79 (135)	25 (130)
$10,000 to $15,000	71 (112)	41 (105)
$16,000 to $25,000	61 (129)	41 (122)
$26,000 to $35,000	51 (45)	52 (44)
over $35,000	48 (31)	59 (29)

* Number of cases in parenthesis.

Table 12

Salience of Bilingual Education and Other Issues

(Nationwide and Hispanic Surveys)

Issue	% Talking with Family Members or Friends Frequently or Sometime	
	Nationwide	Hispanic
State of the economy	85 (721)	85 (518)
Crime	85 (721)	83 (516)
Quality of public education	77 (721)	80 (516)
Foreign policy	64 (720)	59 (517)
Bilingual education	33 (720)	75 (516)
Abortion	50 (721)	45 (516)
United States immigration policy	44 (720)	68 (515)

Table 13

Questions Used to Measure Attitudes Towards Bilingual Education

(Nationwide Survey)

Children who do not know how to speak English when they enter public schools should be:	
Taught only in English so that they can learn how to speak English faster	33%
* Taught in both their native language and English for a few years until they can learn how to speak English	42
* Taught in both their native language and English throughout their education so that they can learn both languages	21
Taught only in their native language	1
Don't know	3
Total	100%
Number of Cases	719
Children from different ethnic and cultural backgrounds who already know how to speak English when they enter public schools should be:	
Taught only in English	53%
* Taught in both their native language and English	41
* Taught only in their native language	2
Don't know	4
Total	100%
Number of Cases	720

Table 13 Continued

Questions Used to Measure Attitudes Towards Bilingual Education

(Nationwide Survey)

Teaching children who don't know how to speak English in a bilingual education program costs more money than it would to teach everyone in English. Would you be willing to pay higher school taxes in order to offer bilingual education programs?	
* yes	45%
no	47
Don't know, Depends upon how much	8
Total	100%
No of Cases	721
In general, how do you feel about bilingual education programs in which Spanish speaking children are taught in both Spanish and English.	
* you strongly support them	15%
* you support them	49
you oppose them	18
you strongly oppose them	10
Don't know	8
Total	100%
Number of Cases	721

* Indicates answers used in constructing index on attitudes towards bilingual education.

Table 14

Attitudes Towards Bilingual Education by Demographic Characteristics

(Nationwide Survey)

	% Supporting Bilingual Education	Number of Cases
Region of Country		
East	51	130
South	51	179
Midwest	46	213
West and Southwest	47	195
Age		
under 25	59	118
25-34	64	205
35-50	44	205
51-65	29	122
over 65	35	69
Work Full Time		
yes	50	448
no	47	270
Marital Status		
married	45	456
single	60	149
widowed	38	45
divorced or separated	59	70
Education		
some high school or less	45	110
high school graduate	49	245
some college	51	155
college graduate	49	208
Income		
Under $10,000	51	91
$10,000-$15,000	44	112
$16,000-$25,000	55	196
$26,000-$35,000	49	138
over $35,000	49	113

Table 14 Continued

Attitudes Towards Bilingual Education by Demographic Characteristics

(Nationwide Survey)

	% Supporting Bilingual Education	Number of Cases
Religion		
Catholic	49	206
Protestant	48	343
Jewish	57	23
Other	49	76
None	55	65
Country of Origin		
England	54	165
Ireland	40	162
Germany	48	85
France	51	126
Italy	43	28
Eastern Europe	50	30
Scandivania	46	57
Africa	71	28
Latin America	53	30
Some other place	30	10
Sex		
male	46	357
female	51	364

Table 15

Attitudes Towards Hispanics and Immigrants

(Nationwide and Hispanic Surveys)

	Nationwide	Hispanic
The U.S. should let anyone who wants to come to this country to work.		
* agree	23%	57%
disagree	72	33
Don't know	5	10
Total	100%	100%
Number of Cases	721	241
In the fight between England and Argentina over the Falkland Islands the U.S. should have supported Argentina.		
* agree	13%	46%
disagree	67	28
* Don't know	19	26
Total	99%	100%
Number of Cases	710	490
Spanish speaking immigrants frequently become a burden on our welfare system.		
agree	46%	
* disagree	37	NOT
Don't know	16	ASKED
Total	99%	
Number of Cases	721	

Table 15 Continued

Attitudes Towards Hispanics and Immigrants

(Nationwide and Hispanic Surveys)

	Nationwide	Hispanic
The U.S. should do whatever is necessary to stop the immigration of illegal aliens from Latin America even if this means that taxes would have to be raised.		
agree	61%	
* disagree	28	NOT
* Don't know	11	ASKED
Total	100%	
Number of Cases	719	

* Indicates answers used in constructing index of attitudes towards hispanics.

Table 16

General Political Attitudes

(Nationwide and Hispanic Surveys)

	Nationwide	Hispanic
The government should introduce a system of socialized medicine even if this means the income tax would have to be raised.		
*agree	37%	66%
disagree	52	20
Don't know	11	14
Total	100%	100%
Number of Cases	719	516
Convicted murderers should be punished by the death penalty.		
agree	69%	57%
*disagree	22	30
*Don't know	9	13
Total	100%	100%
Number of Cases	720	514
Any woman who wants to have an abortion should be allowed to.		
*agree	61%	42%
disagree	34	52
Don't know	5	6
Total	100%	100%
Number of Cases	719	510

Table 16 Continued

General Political Attitudes

(Nationwide and Hispanic Surveys)

	Nationwide	Hispanic
Most people on welfare really don't want to work.		
agree	36%	46%
*disagree	54	42
Don't know	10	12
Total	100%	100%
Number of Cases	721	512

* Indicates answers used in constructing index of general political attitudes.

Table 17

General Political Attitudes by Attitudes Towards Bilingual Education

(Nationwide Sample)

Score on Bilingual Education Index	Score of Political Attitudes Index: Conservative 0,1	Moderate 2	Liberal 3,4
Strongly opposed 0	25%	19%	8%
Opposed 1,2	39	27	26
Favor 3,4	36	53	66
Total	100%	99%	100%
Number of Cases	312	252	157

APPENDIX A

METHODS AND PROCEDURES

All the data for this study were collected for Columbia University by Social Data Analysts, Inc. of Setauket, New York. Social Data Analysts is a research company which specializes in conducting applied sociological research and public opinion surveys for a small number of clients. Past clients have included Columbia University School of Engineering, Columbia University College of Physicians and Surgeons, the University of California at Irvine, the National Bureau of Economic Research, Brookhaven National Laboratories, Suffolk County, The Boston Globe, Newsday, and The Baltimore Sun. Dr. Stephen Cole is President of Social Data Analysts and Ann Harriet Cole is Director of Field Research.

Survey of Hispanics

Sample Design

One of the primary aims of this research project was to find out how Hispanics felt about bilingual education. The first problem we faced was what population should be sampled. Pehaps an ideal sample would have been based upon the population of all people of Hispanic cultural origins currently living in the United States. There would be substantial technical difficulties in drawing a sample from this population. The only way to know if a person is Hispanic before conducting an interview is to make this determination by his or her last name as it is listed in the telephone directory. Since there are no "master" lists of hispa-

nics, pulling a nationwide sample would involve first sampling areas and then going through a large number of telephone directories searching for Hispanic surnames. The costs involved in constructing this type of sample were prohibitive. In addition there was a good substantive reason not to use a nationwide sample. If we had used such a sample, the individuals in it would have experienced a very wide variety of educational programs. Since it would be impossible to collect data on all the educational programs existing for people scattered across the country, it would be impossible to determine if variation in attitudes was influenced by variation in experience. For this reason we thought it desireable to limit the number of locations where the survey would be conducted. The two largest Hispanic groups living in the United States are Mexicans and Puerto Ricans. The former are concentrated in the West and Southwest and the latter in the East. We decided that we would get good samples of Hispanics by interviewing people with Hispanic surnames living in Los Angeles and in New York City.

There are several significant problems involved in constructing samples on the basis of surnames listed in the telephone directory. First, by only using listed names we exclude from the sample anyone who has an unpublished phone number. In most areas approximately 15% to 20% of numbers are unpublished. We have no way of knowing whether Hispanics with unpublished phone listings would have different attitudes than those whom we interviewed. A second problem is that given the relatively low income levels of many Hispanic families a significant minority of

them probably do not have telephones. This is particularly likely to be true of the most recent immigrants, particularly illegal aliens, and for those in the lowest income categories. Because we were not able to interview these people, our survey cannot be considered to be representative even of all Hispanics living in New York City and Los Angeles. Since recent immigrants and the poorest members of the Hispanic community are the least likely to speak English themselves and the most likely to have children who are not fluent in English, the group that was left out of the sample would probably be more likely to need and support bilingual education than the sample we interviewed. We may tentatively conclude that the sampling procedure used here underemphasizes both the need for bilingual education and the level of support for these programs within the Hispanic community.

A third problem in using this sampling procedure is the fact that there may be some Hispanics who do not have Hispanic sounding names. Some Hispanics may have married Anglos, changed their names, or simply have atypical Hispanic names. More importantly the total number of Hispanic surnames is very large. We obtained from the United States Bureau of the Census a list of Spanish surnames obtained from an analysis of the 1977 IRS tax returns. There were a total of 12,497 names on this list. However, 160 of these names accounted for 60% of the tax returns filed. (For a detailed description of the complex statistical techniques that were utilized by the Bureau of the Census in compiling this list see Passel and Word, 1980.)

There has been a considerable amount of research done which has indicated the concentration of Hispanics in a relatively small number of surnames. (Buechley, 1961; Benchley, 1971) Benchley in a 1967 article provides a list of the 160 most common "non-specific" Spanish surnames along with lists of the most common locality specific surnames. (Buechley, 1967) Since his general list was based upon an analysis of California data, we felt that California Hispanics would be adequately covered by this list. To this list of 160 names we added 14 additional names which Benchley identified as being frequent Puerto Rican surnames. This gave us a total of 174 Hispanic surnames. Since the cost of compiling a sample based upon the 12,497 names on the Census list would have been prohibitive, we used the list of 174 names. These names probably included more than 60% of all Hispanics living in Los Angeles and in New York City. The sample does exclude, however, Hispanics who had less frequently used names. Although there is no reason to believe that these people would have had different attitudes towards bilingual education than the people we interviewed, this remains a possibility.

The sample was drawn in New York City from all five boroughs and in Los Angeles from the City of Los Angeles and East Los Angeles, the two areas where there are heavy concentrations of Hispanics. Using the list of 174 names we went through the relevant phone directories and counted the total number of listings under these names. Since we wanted to "pull" approximately 1000 names and numbers from New York City and an additional 1000 from Los Angeles we divided the total number of names by the necessary

interval to achieve samples of this size. Then selecting a random starting point we employed systematic sampling techniques, drawing every nth Hispanic name and number.

Construction of Questionnaire

Information on what topics should be covered in the survey was provided us by other members of the Columbia University research team. We also searched for other survey research which had been conducted on the topic of bilingual education. We were unable to find any systematic surveys of either Hispanics or the general population on this topic. Surveys had been conducted on bilingual education in Canada and these were useful in suggesting relevant questions (O'Bryan, et al., 1976; Canadian Council, 1976).

A first draft of the questionnaire was prepared and suggestions made by both other members of the Columbia team and by the sponsor. After a second draft was constructed and comments on this draft had been incorporated we translated the questionnaire. The first translation was done by Carmen Sarriera, an advanced graduate student in the Spanish department at Stony Brook who had grown up in Puerto Rico. This translation was then reviewed and edited by two advanced graduate students in the Sociology department, Sonia Archilla and Hyman Korman, both of whom had grown up in Colombia. Then a pre-test was conducted under the direction of Ms. Archilla. Since we wanted to interview respondents in either English or Spanish, depending upon which language the respondent was most comfortable in, it was imperative that all the interviewers be fully fluent in both

languages. Most of the interviewers were graduate students or immigrants from Latin America whose native langauge was Spanish. Two interviewers were Americans who were fluent in Spanish. Before each interviewer was hired they were screened to make sure that they were fluent in both English and Spanish. A few of the interviewers had Hispanic sounding accents but all were clearly intelligible on the phone in both languages.

We conducted pre-test interviews with a total of 12 different respondents, half in California and half in New York. Half of the pre-test interviews were conducted in English and half in Spanish. Based upon the pre-test we made some modifications in the questionnaire to construct the final version. The purpose of this type of pre-test is to make sure that the survey instrument is intelligible to the respondents it will be administered to and that there are no serious problems in administering the questionnaire as it is written.

Collection of Data

The Hispanic survey was conducted on the evenings of October 4th, 5th, 6th, 7th, and 12th between the hours of 6 PM and 1 AM and on Saturday October 9th between the hours of 10 AM and 5 PM. A total of 14 different interviewers were used. Each day the interviewers began by making calls to New York City and later switched to making calls to Los Angeles.

A total of at least three call back attempts were made on this survey. This means that every number in the sample was called at least three times until we were able to reach a respondent. A total of 1861 people were called. For 19% of the

telephone numbers we were unable to obtain anyone at home even after 3 call back attempts. On an additional 12% of the numbers we either received a continual busy signal or could not find an adult 18 years old or older at home. For 4% of the numbers we were told that nobody by the name under which the phone had been listed lived there. For 3% of the numbers dialed the respondent said in answer to a beginning screening question that his or her family did not come from a Hispanic culture. These people were not interviewed. For 15% of the numbers we found that the number had been disconnected, changed, or was no longer in service. Fifteen percent of the numbers we dialed resulted in a refusal in which the respondent did not want to be interviewed. An additional 2% of the numbers could not be completed as an interview for a variety of other reasons and for 29% of the numbers we were able to complete an interview. If we consider only eligible respondents who were contacted, the completion rate for this survey was 67%, the same as we obtained in the nationwide survey and typical for surveys of this type.

All the interviewing on this survey was supervised by Sonia Archilla who was able to answer any questions that the interviewers had and also answer any questions that the respondents might have had about the survey. The supervisor was present at all times that interviewing was being conducted. Questionnaires were checked over to make sure that interviewers were following instructions and administering the questionnaire as written. Any errors were able to be corrrected during the first hour of interviewing.

Analysis of Data

The data from the questionnaires were keyed directly onto a computer file and then verified for accuracy. After corrections were made the data were analyzed using the SPSS statistical program. Although, as we pointed out above, there are some problems in making generalizations from this sample to the population of Hispanics, the sampling error for surveys of this size is plus or minus four percentage points. This calculation, however, assumes that the survey was conducted under ideal circumstances. Since there are a large number of practical problems in conducting social surveys, the actual sampling error could be somewhat larger. Also, for any sub-group of the sample the sampling error would be larger.

Problems in Interviewing Hispanics

There are several significant problems in interviewing random samples of Hispanics. We have already discussed the difficulty in defining the population and in drawing a sample. A second problem is in the translation of the questionnaire. Although every attempt was made in this survey to make the English and the Spanish version of the questionnaires as equivalent as possible, there were undoubtedly some places where the meaning of a question stated in Spanish was interpreted slightly differently than the meaning of the same question stated in English. We did, indeed, find signficant differences in responses given to the survey by those respondents who answered the Spanish version and those who answered the English version. This was probably because of the difference in Spanish language orien-

tation of the two groups rather than because of difference in meaning of the questions. Although there was not a great deal of overlap in the Spanish language orientation of those who answered the questionnaire in English and Spanish we were able to control for this variable. When we did this there were no signficant differences in attitudes towards bilingual education between those people who answered the questionnaire in Spanish and those who answered in English.

The biggest problem we encountered was similar to what would be encountered in interviewing any group of people with a relatively low educational level. In general the Hispanic sample had low levels of formal education. Some of the people we interviewed obviously did not understand some of the words used in the questionnaire. For example, phrases like "cultural heritage" and "cultural identity" did not have clear meaning to some of the Hispanic respondents who would ask the interviewers what these terms meant. Although interviewers would try to explain the meaning of questions when asked (a practice which is sometimes avoided because the researcher prefers every respondent to be asked the questions in exactly the same way without any interpretation from the interviewer), it is likely that some of the respondents did not understand the nuances of some of the questions. This became evident when in the report we analyzed the "logical consistency" of some of the responses. These problems are inherent in interviewing any low education group and are a limitation of the survey method. Taking such limitations into account, however, we still believe that the survey adequately

reflects the general attitudes of the Hispanic population towards bilingual education even if it fails to provide useful detailed information on many nuances which have been concern to scholars and intellectuals.

One final problem that should be mentioned is the suspicion that some Hispanics may have had that we were trying to obtain information about their immigration status. Although the questionnaire did not contain any direct questions on the respondent's immigration status it is possible that some potential respondents may still have refused to participate for this reason. If these people were more recent immigrants with little knowledge of English, they probably would have been people who would have been strong supporters of bilingual education. Since the overall response rate for the Hispanic survey was the same as for the nationwide survey it is unlikely that a large number of Hispanics refused to participate in the survey for this reason

Nationwide Survey

Sample Design

The sample used for this survey was a standard random digit dialing sample purchased from Survey Sampling, Inc. of Stamford, Connecticut. The sample contains numbers from all 50 states and is drawn from a computer file which contains all residential telephone exchanges in the proportion that they exist in the population. The computer randomly assigns the last four digits. This procedure assures us of including unlisted phone numbers in the sample. This sample can be considered to be representative of

all residential telephone subscribers in the United States.

Data Collection

All the interviewing was conducted between the hours of 6 PM and 1 AM on the evenings of October 25th, 26th, and 27th. A total of 29 interviewers were used. All the interviewers received a two hour training session in which the questionnaire was gone over in detail and all interviewer questions were answered. The interviewing was done from a rented telephone facility in Farmingdale, New York which is equipped with a telephone system which allows all the phone lines to be monitored by a supervisor. By listening in on the interviews the supervisor was able to make sure that each interviewer was actually administering the questionnaire as written and that no errors were being made. The supervisors were able to correct any errors made by interviewers within the first hour of interviewing. There were always at least two trained supervisors on the floor throughout the interviewing period.

People whom we could not reach on the first night of interviewing were called back on the second and third nights. Nonetheless, for a total of 22% of the telephone numbers we received a continuous no answer even after three call back attempts. Since it is impossible to distinguish between residential and commercial telephone numbers in random digit dialing surveys, it is possible that many of the numbers whom we could not reach were businesses which were not open during the day. For an additional 10% of the numbers we received either a continuous busy signal or we could not find any adult at home. For surveys such as this we only interview people 18 years old or

older. Twenty-three percent of the numbers turned out not to be working numbers. This is typical in random digit dialing samples in which the computer can easily select numbers which are not assigned or for which the number has been disconnected or changed. Two percent of the people contacted could not be interviewed because they did not speak or understand English, 1% could not be interviewed for a variety of other reasons. For 14% of the numbers we dialed the respondent refused to participate in the survey. For 3% of the numbers we dialed the interview could not be completed because we could not obtain a respondent of the correct sex. In order to maintain an approximately 50-50 sex distribution, we use a quota system in which each interviewer is only allowed to get two ahead on women. Thus, if an interviewer has interviewed 3 women and 1 man he or she must interview a male on the next interview even if this means turning down a female respondent who is willing to participate in the survey. If this procedure were not followed the sample would generally overrepresent women as they are more likely to answer the phone and generally more likely to be willing to participate in surveys. If we consider all the eligible people whom we contacted, we completed interviews with 2 out of 3. This completion rate is typical for surveys of this topic. Generally completion rates on telephone surveys range between 75% and 60% depending upon how interested the respondents are in the topic.

Data Analysis

After the interviewing was completed the data were keyed directly onto the computer and verified for errors. After

correcting the errors we analyzed the data using the SPSS statistical program. The sampling error for surveys of this type is plus or minus four percentage points. This means that if this survey were to be repeated 100 times, in 95 times the percent favoring bilingual education would come out within four percentage points of the number indicated in this report. These calculations assume that the survey was conducted under ideal circumstances. Since there are a large number of practical problems in conducting social surveys, the actual sampling error could be larger. Also, for any subgroup of the sample the sampling error will be larger.

Measuring Attitudes Towards Assimilation

We used two different techniques to attempt to find out if questions 39 and 40 actually were tapping attitudes towards assimilationism. First, we cross tabulated these two questions with other questions which we would expect to be correlated with assimilationist attitudes. For example, those people who say that it is very important for Hispanic children to be able to speak or read and write Spanish when they grow up should be less likely to express assimilationist attitudes than those who do not believe that Spanish language maintenance is important. In fact, we found a weak correlation in the expected direction. Among those respondents who said that it was very important for Hispanic children to be able to speak Spanish when they grow up 44% said that the United States would be better off if immigrants stopped speaking their native language. Among those who said it was not very important for Hispanic children to know how to speak English

when they grow up 56% gave an assimilationist response to this question. For other questions, however, we found the inverse of the expected correlation. Thus, among those who scored 5 or 6 on the Spanish language orientation index 56% gave an assimilationist response and among those who scored 0 on the Spanish language orienation index 44% gave an assimilationist response. This could mean that either the respondents did not understand these questions in the way in which we interpreted them or that assimilationist views are not correlated with attitudes towards bilingual education and other variables in the way in which we expected.

We used one other technique in order to explore this problem. We cross tabulated the responses given to the question on whether the United States would be better off if immigrants stopped speaking their native language with responses to the question on how important it was for Hispanic children to speak Spanish when they grow up. We then made the assumption that if a respondent said that it was very important for Hispanic children to speak Spanish when they grow up and that the United States would be better off if immigrants stopped speaking their native language, they did not understand the assimilationist question. Likewise, if a respondent said that it was not very important for Hispanic children to speak Spanish when they grow up and that the United States would not be better off if immigrants stopped speaking their native language we assumed that they did not understand the assimilationist question. There were 158 respondents in the first group and 59 respondents in the second group.

We excluded these people from the analysis and re-ran the two questions on assimilationism against attitudes towards bilingual education. When we "rationalized" the data in this way we did find a correlation between assimilationism and attitudes towards bilingual education. Among those who expressed assimilationist beliefs 44% were strongly in favor of bilingual education and among those who were against assimilationism 59% were strongly in favor of bilingual education. We also found that assimilationism is correlated in the expected direction with other variables such as Spanish language orientation. Among those with the strongest Spanish language orienation 64% expressed disagreement with assimilationist views as compared with 49% of those who express the weakest Spanish language orientation. We may tentatively conclude that a significant portion of the sample did not understand the two questions on assimilationism in the way in which they were intended. Among those who did understand the assimilationist questions as we intended there is a moderate correlation between assimilationist views and attitudes towards bilingual education.

NO PAGE EXISTS

APPENDIX B

Questionnaire and Marginals

SURVEY OF HISPANICS

October, 1982

Hello, may I speak to _____. My name is_____ and I am calling for Columbia University in New York City. We are doing a survey on the attitudes of people of hispanic culture towards education and other social issues.

Does your family come from a hispanic culture?

YES [ASK Q. 6] _____ 1

NO [TERMINATE] _____ 2

How often do you talk to family members or friends about the following topics: _____ 3

(Categories for Q. 6 to Q. 12)

1=frequently 2=sometimes 3=rarely 4=never _____ 4

DON'T READ [9=Refuse

_____ 5

6. the state of the economy _____ 6
55 30 8 7

7. crime _____ 7
53 30 8 9

8. the quality of public education _____ 8
47 33 13 7

9. foreign policy _____ 9
25 34 20 21

10. bilingual education _____ 10
45 32 12 10

11. abortion _____ 11
20 25 22 33

12. United States immigration policy _____ 12
33 35 16 15

13. In general, how important do you think it is for hispanic people living in the United States to learn how to speak English well?

89	1=very important
10	2=important
1	3=not too important
	DON'T READ [4=Don't Know [9=Refuse

13

14. How important do you think it is for hispanic people living in the United States to learn how to read and write English well?

89	1=very important
10	2=important
-	3=not too important
	DON'T READ [4=Don't Know [9=Refuse

14

15. How important do you think it is for hispanic children to be able to speak Spanish when they grow up?

70	1=very important
27	2=important
3	3=not too important
	DON'T READ [4=Don't Know [9=Refuse

15

16. How important do you think it is for hispanic children to be able to read and write Spanish when they grow up?

63	1=very important
31	2=important
6	3=not too important
	DON'T READ [4=Don't Know [9=Refuse

16

17. In general, do you think hispanic people will preserve their cultural heritage even if their children don't know how to speak Spanish?

63	34	4	
1=yes	2=no	DON'T READ [3=Don't Know	[9=Refuse

17

18. Do you believe that hispanic children who do not know how to speak English when they enter the public schools should be:

28 1=taught only in English so that they can learn how to speak English faster.

36 2=taught in both Spanish and English for a few years until they can learn how to speak English.

34 3=taught in both Spanish and English throughout their education so that they can learn both languages.

0 4=taught only in Spanish

DON'T READ 2 [5=Don't Know
[9=Refuse

18

19. Do you believe that hispanic children who know how to speak English when they enter the public schools should be:

30 1=taught only in English

67 2=taught in both Spanish and English

2 3=taught only in Spanish

DON'T READ 1 [4=Don't Know
[9=Refuse

19

20. Teaching children who don't know how to speak English in a bilingual education program costs more money than it would to teach everyone in English. Would you be willing to pay higher school taxes in order to offer bilingual education programs?

69 1=yes
22 2=no

10
DON'T READ [3=Don't Know, Depends upon how much
[9=Refuse

20

21. In general, how do you feel about bilingual education programs in which Spanish speaking children are taught in both Spanish and English?

41 1= you strongly support them
46 2= you support them
9 3= you oppose them
1 4= you strongly oppose them
3
DON'T READ [5= Don't Know [9=Refuse

21

22. What do you think should be the primary goal of educating hispanic children in both English and Spanish?

36 1=to make sure that hispanic children do not fall behind in their education because of their language.

34 2=to help preserve the cultural identity of hispanic children, or

25 [3=both are equally important
4 [4=Don't Know, neither, other
DON'T READ 2 [5=against bilingual education
[9=Refuse

22

23. How many children do you have living at home with you under the age of 6? [Code Directly]

23

24. How many children do you have living at home with you between the ages of 6 and 18? [Code Directly]

24

25. Currently do you have any children who are attending the public schools?

49 1=yes [ASK Q. 26]

51 2=no [SKIP TO Q. 29]

DON'T READ [9=Refuse [SKIP TO Q. 29]

25

26. In general, would you say that the quality of education your children are receiving in the public schools is:

20	1=excellent
38	2=good
32	3=only fair
6	4=poor

DON'T READ 4 [5=Don't Know

27. Considering your youngest child in public school, is this child currently receiving:

53	1=all instruction in English
11	2=all instruction in English including a special class to help children who don't speak English learn English
21	3=some classes in Spanish and English until the children have learned enough English to enter an all English program
10	4=classes in Spanish and English as long as the child is in the school

DON'T READ 1 [5=other _____ (specify)
4 [6=Don't Know
[9=Refuse

27

28. How satisfied are you with the help that is being given to Spanish speaking children in this public school?

23	1=very satisfied
51	2=somewhat satisfied
15	3=not satisfied

DON'T READ 2 [4=there is none
9 [5=Don't Know
[9=Refuse

28

29. When hispanic parents want their children to learn the history, language and culture of their ancestors, who should do the main job of teaching them:

10 1=the public schools
59 2=parents

DON'T READ 31 [3=both
[4=other_____
(specify)
[5=Don't Know
[9=Refuse

29

30. If the United States were to become a country with two official languages, English and Spanish, do you think this would lead to:

72 1=better relations between Anglos and Hispanics
4 2=worse relations between Anglos and Hispanics
20 3=no change

DON'T READ 5 [4=Don't Know [9=Refuse

30

31. Do you think that discrimination against Hispanics will:

67 1=go down if most hispanics learn English
5 2=go up if most hispanics learn English
26 3=won't change one way or the other

DON'T READ 3 [4=Don't Know [9=Refuse

31

32. When you talk with other members of your family do you generally speak in:

55 1=Spanish
11 2=English
34 3=both

DON'T READ [9=Refuse

32

33. Do the children in your family speak English:

64 1=very well
13 2=a little
5 3=hardly at all

DON'T READ 3 [4=some do and some don't
15 [5=Do not have children

33

34. In the neighborhood where you live, what language do most people speak at home?

29 1=Spanish
33 2=English
37 3=both equally

DON'T READ [9=Refuse

34

35. In the neighborhood where you live, what language do most people speak in the streets?

22 1=Spanish
46 2=English
31 3=both equally

DON'T READ [9=Refuse

35

36. How often do you read a Spanish language newspaper?

32 1=several times a week or more
18 2=about once a week
22 3=less than once a week
28 4=never

DON'T READ [5=Don't Know
[9=Refuse

36

37. How often do you read an English language newspaper?

58 1=several times a week or more
12 2=about once a week
9 3=less than once a week
21 4=never

DON'T READ [9=Refuse

37

38. How often do you listen to a Spanish language television or radio station?

63 1=several times a week or more
15 2=about once a week
11 3=less than once a week
10 4=never

DON'T READ [5=Don't Know
[9=Refuse

38

39. Do you think that the United States would be better off if immigrants stopped speaking their native language and learned English?

48	46	6	
1=yes	2=no	[3=Don't Know	[9=Refuse

39

40. Do you think that the United States would be better off if immigrants adopted American culture and traditions?

46	43	11	
1=yes	2=no	[3=Don't Know	[9=Refuse

40

41. How long have you lived in the United States?

23	1=all your life
21	2=more than 20 years
30	3=10 to 20 years
14	4=9 to 5 years
12	5=less than 5 years

DON'T READ [9=Refuse

41

42. In what country was your mother born?

DON'T READ	8	[1=United States	(ASK Q. 43)
	23	[2=Puerto Rico	(SKIP TO
	26	[3=Mexico	
	5	[4=Cuba	Q. 44)
DON'T READ	3	[5=Colombia	
	8	[6=Dominican Republic	
	16	[7=other	
		[9=Refuse	

42

43. In what country was your mother's mother born?

DON'T READ	5	[1=United States	
	20	[2=Puerto Rico	
	38	[3=Mexico	
	4	[4=Cuba	
DON'T READ	3	[5=Colombia	
	11	[6=Dominican Republic	
	19	[6=other	
		[9=Refuse	

43

44. Do you think of yourself more as an:

16 1=American
40 2=(country of origin), or
43 3=as both equally
1

DON'T READ [4=Don't Know [9=Refuse

44

45. How long do you plan to live in the United States?

61 1=for the rest of your life
16 2=for at least the next five years
8 3=for less than five years

DON'T READ 14 [4=Don't Know
[9=Refuse

45

Do you agree or disagree with the following statements?

(Categories for Q. 46 to Q. 60)

1=agree 2=disagree

DON'T READ [3=Don't Know
[9=Refuse

46. The United States should let anyone who wants come to this country to work.
57 33 10 46

47. Puerto Rico should be independent.
41 37 22 47

48. In the fight between England and Argentina over the Falkland Islands the United States should have supported Argentina.
46 28 26 48

49. A person of hispanic cultural origins will never really be considered as an American until they can speak English well.
41 52 7 49

50. Hispanics who don't speak English well are treated like aliens even if they are American citizens.
59 36 5 50

51. All Anglo children in the United States should be required to learn Spanish in the public schools.
55 41 4 ____ 51

52. Parents who refuse to put their children in school programs in which classes are taught in Spanish are being disloyal to the hispanic community.
42 52 6 ____ 52

53. In order to earn a good living in the United States it is necessary to speak English.
84 15 1 ____ 53

54. Children who are in school programs in which classes are taught in Spanish are looked down upon.
48 41 11 ____ 54

55. The government should introduce a system of socialized medicine even if this means the income tax would have to be raised.
66 20 14 ____ 55

56. The federal government should reduce the amount of money spent on national defense.
55 34 12 ____ 56

57. Convicted murderers should be punished by the death penalty.
57 30 13 ____ 57

58. Any woman who wants to have an abortion should be allowed to.
42 52 6 ____ 58

59. Most people on welfare really don't want to work.
46 42 12 ____ 59

60. Do you think that the government should be required to use Spanish speaking personnel (for example, Spanish speaking social workers) in the provision of all governmental services to hispanics?
94 5 1
1=yes 2=no DON'T READ [3=Don't Know
[9=Refuse
____ 60

61. For how long have you been living in your current house or apartment?

26 1=10 years or more
30 2=5 to 9 years
30 3=2 to 4 years
13 4=1 year or less

DON'T READ [9=Refuse

61

62. What is your age category?

10 1=under 25
40 2=25-34
33 3=35-50
13 4=51-65
4 5=65 or older

DON'T READ [9=Refuse

62

63. Do you currently work full time (30 hours a week or more) for pay?

57 1=yes
43 2=no

DON'T READ [9=Refuse

63

64. Are you currently:

70 1=married [ASK Q.65]
15 2=single [SKIP to Q.66]
3 3=widowed [SKIP to Q.66]
12 4=divorced or separated [SKIP to Q. 66]

DON'T READ [9=Refuse [SKIP to Q. 66]

64

65. Does your spouse currently work full time (30 hours a week or more) for pay?

62 1=yes
38 2=no

DON'T READ [9=Refuse

65

66. What is the last grade of school that you completed?

42 1=some high school or less
29 2=high school graduate
19 3=some college
9 4=college graduate

DON'T READ [9=Refuse

66

67. What is your total family income?

30 1=under $10,000 a year
25 2=$10,000-$15,000
28 3=$16,000-$25,000
10 4=$26,000-$35,000
7 5=over $35,000 a year

DON'T READ [9=Refuse

67

68. Would you consider yourself to be politically:

26 1=liberal
26 2=middle-of-the-road
30 3=conservative

18
DON'T READ [4=Don't Know [9=Refuse

68

69. What is your religious preference?

81 1=Catholic
4 2=Protestant-Pentecostal
3 3=Protestant-Traditional

DON'T READ 7 [4=other
5 [5=none
[9=refuse

69

70. What is your race?

56 1=white
4 2=black
40 3=other

DON'T READ [9=Refuse

70

Currently do you or anyone in your family receive financial assistance from any of the following:

(Categories for Q. 80 to Q.83)

1=yes 2=no DON'T READ [9=Don't Know [or refuse

71. public assistance or welfare
12 88 ____ 71

72. social security
13 87 ____ 72

73. food stamps
14 86 ____ 73

74. unemployment
12 88 ____ 74

75. What is your sex?
47 53
1=male 2=female ____ 75

THANK YOU FOR YOUR COOPERATION

76. DON'T READ [Interview conducted in:
[1=English 2=Spanish
31 69 ____ 76

SURVEY ON BILINGUAL EDUCATION-NATION WIDE

Round #_____

October, 1982

Page #_____

St. Time____

End Time____

HELLO, my name is _____ and I am calling for Columbia University in New York City. We are doing a survey on the attitudes of Americans towards education and other social issues.

How often do you talk to family members or friends about the following topics:

(Categories for Q. 6 to Q. 12)

1=frequently 2=sometimes 3=rarely 4=never

DON'T READ [9=Refuse

6. the state of the economy
61 24 7 8

7. crime
52 33 10 4

8. the quality of public education
44 33 18 5

9. foreign policy
26 38 22 14

10. bilingual education
11 22 32 35

11. abortion
16 34 28 22

12. United States immigration policy
15 29 30 26

13. Do you believe that children who do not know how to speak English when they enter the public schools should be:

33 1=taught only in English so that they can learn how to speak English faster

42 2=taught in both their native language and English for a few years until they can learn how to speak English

21 3=taught in both their native language and English throughout their education so that they can learn both languages

1 4=taught only in their native language

DON'T READ 3 [5=Don't Know
[9=Refuse

13

14. Do you believe that children from different ethnic and cultural backgrounds who already know how to speak English when they enter the public schools should be:

53 1=taught only in English

41 2=taught in both their native language and English

2 3=taught only in their native language

DON'T READ 4 [4=Don't Know
[9=Refuse

14

15. Teaching children who don't know how to speak English in a bilingual education program costs more money than it would to teach everyone in English. Would you be willing to pay higher school taxes in order to offer bilingual education programs?

45 1=yes
47 2=no 8
DON'T READ [3= Don't Know, Depends upon how much more
[9= Refuse

15

16. In general, how do you feel about bilingual education programs in which Spanish speaking children are taught in both Spanish and English?

15 1= you strongly support them
49 2= you support them
18 3= you oppose them
10 4= you strongly oppose them
8
DON'T READ [5= Don't Know [9=Refuse

16

17. Currently do you have any children who are attending the public schools?

33 1=yes [ASK Q. 18]

67 2=no [SKIP to Q. 19]

DON'T READ [9=Refuse

17

18. In general, would you say that the quality of education your children are receiving in the public schools is:

21 1=excellent
48 2=good
26 3=only fair
3 4=poor

DON'T READ 2 [5=Don't Know
[9=Refuse

18

19. When parents of children from different ethnic and cultural backgrounds want their children to learn the history, language and culture of their ancestors, who should do the main job of teaching them:

19 1=the public schools
63 2=parents

DON'T READ 16 [3=both
- [4=other_____
(specify)
1 [5=Don't Know
[9=Refuse

19

20. Do you think that the United States would be better off if immigrants stopped speaking their native language and learned English?

48 43 9
1=yes 2=no [3=Don't Know [9=Refuse

20

21. Do you think that the United States would be better off if immigrants adopted American culture and traditions?

48 40 12
1=yes 2=no [3=Don't Know [9=Refuse

21

22. If the United States were to become a country with two official languages, English and Spanish, do you think this would lead to:

38 1=better relations between English speaking and Spanish speaking people
15 2=worse relations between English speaking and Spanish speaking people
41 3=no change
6
DON'T READ [4=Don't Know [9= Refuse

22

Do you agree or disagree with the following statements?

(Categories for Q. 23 to Q. 35)

1=agree 2=disagree

DON'T READ [3=Don't Know
[9=Refuse

23. The United States should let anyone who wants to come to this country to work.

23 72 5

23

24. Puerto Rico should be independent.

54 19 28

24

25. In the fight between England and Argentina over the Falkland Islands the United States should have supported Argentina.

13 67 19

25

26. People of hispanic cultural origins will never really be considered as American until they can speak English well.

42 52 5

26

27. Spanish speaking immigrants frequently become a burden on our welfare system.
46 37 16 27

28. The United States should do whatever is necessary to stop the immigration of illegal aliens from Latin America even if this means that taxes would have to be raised.
61 28 11 28

29. All English speaking children in the United States should be required to learn Spanish in the public schools.
22 76 2 29

30. In order to earn a good living in the United States it is necessary to speak English.
79 19 2 30

31. The government should introduce a system of socialized medicine even if this means the income tax would have to be raised.
37 52 11 31

32. The federal government should reduce the amount of money spent on national defense.
44 48 8 32

33. Convicted murderers should be punished by the death penalty.
69 22 9 33

34. Any woman who wants to have an abortion should be allowed to.
61 34 5 34

35. Most people on welfare really don't want to work.
36 54 10 35

36. What is your age category?

16 1=under 25
28 2=25-34 DON'T READ [9=Refuse
28 3=35-50
17 4=51-65
10 5=over 65

36

37. Do you currently work full time (30 hours a week or more) for pay?

62 1=yes
38 2=no

DON'T READ [9=Refuse

37

38. Are you currently:

63 1=married [ASK Q.39]
21 2=single [SKIP to Q.40]
6 3=widowed [SKIP to Q.40]
10 4=divorced or separated [SKIP to Q. 40]

DON'T READ [9=Refuse

38

39. Does your spouse currently work full time (30 hours a week or more) for pay?

58 1=yes
42 2=no

DON'T READ [9=Refuse

39

40. What is the last grade of school that you completed?

15 1=some high school or less
34 2=high school graduate
[illegible] 3=some college
[illegible] 4=college graduate

DON'T READ [9=Refuse

40

41. What is your total family income?

14 1=under $10,000
17 2=$10,000-$15,000
30 3=$16,000-$25,000
21 4=$26,000-$35,000
17 5=over $35,000

DON'T READ [9=Refuse

41

42. Would you consider yourself to be politically:

20 1=liberal
44 2=middle-of-the-road
30 3=conservative

5
DON'T READ [4=Don't Know [9=Refuse

42

43. What is your religious preference?

29 1=Catholic
48 2=Protestant
3 3=Jewish

DON'T READ 11 [4=other
9 [5=none
[9=refuse

43

44. From what country did most of your ancestors come from?

23 1=England
12 2=Ireland
DON'T 18 3=Germany
READ 4 4=France
4 5=Italy
8 6=Eastern Europe
4 7=Scandinavia
4 8=Africa
1 9=Latin America
23 0=some other place _____
(Specify)

44

45. What is your sex?

50 1=male 50 2=female

45

THANK YOU FOR YOUR COOPERATION

[Note: Spanish accents to be added for final draft.]

APPENDIX C

Spanish Translation of the Hispanic Questionnaire

ENCUESTA A HISPANOS

Septiembre , 1982

Buenas noches, podria hablar con el senor / la senora_____. Mi nombre es _____. Estoy llamando de la Universidad de Columbia en la ciudad de Nueva York. Estamos haciendo una encuesta sobre las actitudes de las personas de cultura hispanica hacia la educacion y otros problemas sociales. Podemos hablar en Espanol o en Ingles . Que prefiere Ud.?

Su familia proviene de una cultura hispanica? _____ 1

Si [ASK Q. 6] _____ 2
No [TERMINATE] _____ 3

Con cuanta frecuencia habla ud. con miembros de su familia o amigos sobre los siguientes temas? _____ 4
_____ 5

1=siempre 2=algunas veces
3=rara vez 4=nunca

DON'T READ [9=refuse]

6. la situacion economica _____ 6
7. el crimen _____ 7
8. la calidad de la educacion publica _____ 8
9. la politica internacional _____ 9
10. la educacion bilingue _____ 10
11. el aborto _____ 11
12. la politica de inmigracion de los Estados Unidos _____ 12

13. En general, que tan importante cree ud. que es aprender a hablar bien ingles para las personas hispanas que viven en los Estados Unidos?

1=muy importante
2=importante
3=no tan importante

DON'T READ [4=Don't know
[9=Refuse

13

14. Que tan importante cree ud. que es aprender a leer y escribir bien ingles para las personas hispanas que viven en Estados Unidos?

1=muy importante
2=importante
3=no tan importante

DON'T READ [4=Don't know
[9=Refuse

14

15. Que tan importante cree Ud. que es, para los ninos hispanos, poder hablar espanol cuando sean mayores?

1=muy importante
2=importante
3=no tan importante

DON'T READ [4=Don't know
[9=Refuse

15

16. Que tan importante cree Ud. que es para los ninos hispanos poder leer y escribir espanol cuando sean mayores?

1=muy importante
2=importante
3=no tan importante

DON'T READ [4=Don't know
[9=Refuse

16

17. En general, cree Ud. que los hispanos pueden preservar su herencia cultural aun cuando sus hijos no sepan hablar espanol?

1=si 2=no DON'T READ [3=Don't Know
[9=Refuse

17

18. Cree Ud. que los ninos hispanos que no saben hablar ingles cuando entran a la escuela publica deben ser:

1=ensenados solamente en ingles, para que asi puedan aprender a hablar ingles mas rapido.

2=ensenados en espanol e ingles por varios anos, hasta que aprendan a hablar ingles.

3=ensenados en espanol e ingles a traves de toda su educacion para que puedan aprender ambos idiomas.

4=ensenados solamente en espanol.

DON'T READ [5=Don't know
[9=Refuse

18

19. Cree Ud. que los ninos hispanos que ya saben hablar ingles cuando entran a la escuela publica deben ser:

1=ensenados solamente en ingles.

2=ensenados en espanol e ingles.

3=ensenados solamente en espanol

DON'T READ [4=Don't know
[9=Refuse

19

20. Ensenar a ninos que no hablan ingles en un programa de educacion bilingue es mas costoso en terminos de dinero que ensenar a todos los ninos en lngles. Estaria ud. dispuesta (o) a pagar impuestos mas altos para que las escuelas puedan ofrecer estos programas de educacion bilingue?

1=si 2=no DON'T READ [3=Don't Know, Depends upon how much more]
[9=Refuse

20

21. En general, que opina ud. sobre programas de educacion bilingue en los cuales la ensenanza de los ninos de habla espanola se realiza en ambos idiomas, espanol e ingles.

1=usted apoya fuertemente estos programas
2=usted los apoya
3=usted se opone a ellos
4=usted se opone fuertemente a estos programas

DON'T READ [5=Don'tKnow
[9=Refuse

21

22. Cual cree Ud. que debe ser el objetivo principal al educar a los ninos hispanos en ingles y espanol?

1=estar seguros de que los ninos hispanos no se atrasen en su educacion debido a su lenguaje.

2=ayudar a conservar la identidad cultural de los ninos hispanos.

DON'T READ [3=Both equally important
[4=Don't Know, neither, other
[5=Against bilingual education
[9=Refuse

22

23. Cuantos ninos menores de 6 anos viven con Ud. en la misma casa? [Code directly]

23

24. Cuantos ninos entre los 6 y los 18 anos viven con Ud. en la misma casa? [Code directly]

24

25. Actualmente, tiene Ud. algun nino que va a la escuela publica?

1=Si [ASK Q.26]

2=no [SKIP TO Q. 29]

DON'T READ [9=Refuse

25

26. En general, diria Ud. que la calidad de la educacion que su nino recibe en la escuela publica es:

1=excelente
2=buena
3=regular
4=deficiente

DON'T READ [5=Don't know
[9=Refuse

26

27. Considerando al menor de sus hijos que asiste a la escuela publica Ud. diria que este nino recibe actualmente:

1=toda su instruccion en ingles.
2=toda su instruccion en ingles, incluyendo una clase especial para ayudar a los ninos que no lo hablan a que lo aprendan.
3=algunas clases en espanol y otras en ingles hasta que los ninos hayan aprendido suficiente ingles para entrar en el progama donde la educacion sea en ingles.
4=clases en espanol e ingles mientras el nino esta en la escuela.

DON'T READ [5=Other_____
(specify)
[6=Don't know
[9=Refuse

27

28. Que tan satisfecha (o) esta Ud. con la ayuda que se le brinda a los ninos de habla espanola en las escuelas publicas?

1=muy satisfecha (o)
2=satisfecha (o)
3=nada satisfecha (o)

DON'T READ [4=there is none
[5=Don't know
[9=Refuse

28

29. Cuando los padres hispanos desean que sus hijos aprendan la historia, el idioma y la cultura de sus antepasados, quien debe hacer el mayor esfuerzo por ensenarles?

1=las escuelas publicas
2=los padres

DON'T READ [3=both
[4=other_____
(specify)
[5=Don't know
[9=Refuse

29

30. Si Estados Unidos fuera un pais con dos idiomas oficiales, ingles y espanol, cree Ud. que esto nos llevaria a:

1=mejores relaciones entre norteamericanos e hispanos.
2=peores relaciones entre norteamericanos e hispanos.
3=ningun cambio.

DON'T READ [4=Don't know
[9=Refuse

30

31. Cree Ud. que la discriminacion contra hispanos seria:

1=menor si muchos de los hispanos aprendieran ingles.
2=mayor si muchos de los hispanos aprendieran ingles.
3=no habria ningun cambio.

DON'T READ [4=Don't know
[9=Refuse

31

32. Cuando Ud. habla con otro miembro de su familia generalmente habla en:

1=espanol
2=ingles
3=ambos

DON'T READ [9=Refuse

32

33. Los ninos en su familia hablan el ingles:

1=muy bien
2=un poco
3=casi nada

DON'T READ [4=some do and some don't
[5=do not have children
[9=Refuse

33

34. En el vecindario donde Ud. vive, que idioma hablan las personas en sus casas?

1=espanol
2=ingles
3=ambos igualmente

DON'T READ [9=Refuse

34

35. En el vecindario donde Ud. vive, que idioma hablan en la calle la mayoria de las personas?

1=espanol
2=ingles
3=ambos igualmente

DON'T READ [9=Refuse

35

36. Con que frecuencia lee Ud. un periodico en espanol?

1=varias veces por semana o mas.
2=una vez por semana aproximadamente.
3=menos de una vez por semana.
4=nunca

DON'T READ [5=Don't know
[9=Refuse

36

37. Con que frecuencia lee Ud. un periodico en ingles?

1=varias veces por semana o mas.
2=una vez por semana aproximadamente.
3=menos de una vez por semana.
4=nunca

DON'T READ [9=Refuse

37

38. Con que frecuencia escucha Ud. un programa de television o radio en espanol?

1=varias veces por semana o mas.
2=una vez por semana aproximadamente.
3=menos de una vez por semana.
4=nunca.

DON'T READ [5=Don't know
[9=Refuse

38

39. Cree Ud. que para Estados Unidos seria mejor si los inmigrantes no hablaran su lengua nativa y aprendieran ingles?

1=si 2=no

DON'T READ [3=Don't Know
[9=Refuse

39

40. Cree Ud. que para Estados Unidos seria mejor si los inmigrantes adoptaran la cultura y tradiciones norte-americanas?

1=si 2=no

DON'T READ [3=Don't Know
[9=Refuse

40

41. Hace cuanto tiempo reside usted en Estados Unidos?

1=toda la vida
2=mas de 20 anos
3=de 10 a 20 anos
4=de 9 a 5 anos
5=menos de 5 anos

DON'T READ [9=Refuse

41

42. En que pais nacio su mama?

DON'T READ [1=United States (ASK Q.43)
[2=Puerto Rico (SKIP TO
[3=Mexico Q.44)
[4=Cuba
[5=Colombia
[6=Dominican Republic
[7=Other
[9=Refuse

42

43. En que pais nacio su abuela materna?

DON'T READ [1=United States
[2=Puerto Rico
[3=Mexico
[4=Cuba
[5=Colombia
[6=Dominican Republic
[7=Other
[9=Refuse

43

44. Ud. piensa en si misma (o) como:

1=norteamericana
2=_____ (country of origin) o
3=ambos igualmente

DON'T READ [4=Don't know
[9=Refuse

44

45. Cuanto tiempo piensa Ud. vivir en Estados Unidos?

1=por el resto de su vida
2=por lo menos los proximos 5 anos
3=menos de 5 anos

DON'T READ [4=Don't know
[9=Refuse

45

Esta Ud. de acuerdo o en desacuerdo con las siguientes afirmaciones:

(Categories for Q. 46 to Q. 59)

1=de acuerdo 2=en desacuerdo

DON'T READ [3=Don't know
[9=Refuse

46. Estados Unidos deberia dejar entrar al pais a cualquier persona que quisiera venir a trabajar. ____ 46

47. Puerto Rico deberia ser independiente. ____ 47

48. En la guerra de Las Malvinas, entre Inglaterra y Argentina, los Estados Unidos debieron apoyar a Argentina. ____ 48

49. Una persona de origen cultural hispano no es considerada norteamericana hasta que pueda hablar bien ingles. ____ 49

50. Los hispanos que no hablan bien ingles son tratados como extranjeros ilegales inclusive siendo ciudadanos norteamericanos. ____ 50

51. A todos los ninos norteamericanos en Estados Unidos se les debe ensenar espanol en las escuelas publicas. ____ 51

52. Los padres que rehusan poner a sus hijos en escuelas con programas de clases en espanol son desleales a la comunidad hispana. ____ 52

53. Para vivir bien en Estados Unidos es necesario hablar ingles. ____ 53

54. Los ninos que estan en programas donde se les ensena en espanol se les mira con inferioridad. ____ 54

55. El gobierno deberia establecer un sistema de medicina socializada inclusive si esto supone un aumento en los impuestos. ____ 55

56. El gobierno federal deberia reducir la cantidad de dinero asignada a la defensa nacional.

56

57. Los asesinos convictos deberian ser castigados con la pena de muerte.

57

58. A cualquier mujer que desee tener un aborto se le debe permitir.

58

59. La mayoria de las personas que estan en el programa de Bienestar Social (welfare) no desean trabajar.

59

60. Cree Ud. que el gobierno deberia requerir personal que hable espanol (por ejemplo, trabajadoras sociales que hablen espanol) para proveer todos los servicios gubernamentales a los hispanos?

1=si 2=no DON'T READ [3=Don't know
[9=Refuse

60

61. Cuanto tiempo hace que vive Ud. en su casa actual o apartamento?

1=10 anos o mas
2=de 5 a 9 anos
3=de 2 a 4 anos
4=un ano o menos

DON'T READ [9=Refuse

61

62. En que categoria esta su edad?

1=Menor de 25 anos
2=25-34 anos
3=35-50 anos
4=51-65 anos
5=mayor de 65 anos

DON'T READ [9=Refuse

62

63. Trabaja Ud. actualmente tiempo completo (30 horas a la semana o mas) por un salario?

1=si 2=no

DON'T READ [9=Refuse

63

64. Esta Ud. actualmente:

1=casada (o) [ASK Q.65]
2=soltera (o) [SKIP TO Q.66]
3=viuda (o) [SKIP TO Q.66]
4=divorciada (o) o separada (o) [SKIP TO Q.66]

DON'T READ [9=Refuse

64

65. Trabaja su conyuge actualmente tiempo completo (30 horas a la semana o mas) por un salario?

1=si 2=no DON'T READ [9=Refuse

65

66. Cual fue el ultimo grado escolar que Ud. curso?

1=algo de escuela secundaria o menos
2=graduado de escuela secundaria
3=algo de universidad o college
4=graduado de universidad o college

DON'T READ [9=Refuse

66

67. Cual es el ingreso total de su familia?

1=menos de $10.000 dolares
2=$10.000 a $15.000
3=$16.000 a $25.000
4=$26.000 a $35.000
5=mas de $35.000 dolares

DON'T READ [9=Refuse

67

68. En cuanto a politica se refiere, que se considera Ud?

1=liberal
2=moderado (entre liberal y conservador)
3=conservador

DON'T READ [4=Don't know [9=Refuse

68

69. Cual es su preferencia religiosa?

1=catolico
2=protestante-pentecostal
3=protestante tradicional

DON'T READ [4=another
[5=none
[9=Refuse

69

70. Cual es su raza?

1=blanca
2=negra
3=otra

DON'T READ [9=Refuse

70

Actualmente, recibe Ud. o algun miembro de su familia asistencia economica de cualquiera de las siguientes fuentes:

(Categories for Q. 71 to Q. 74)

1=si 2=no DON'T READ [9=Don't know or refuse

71. Asistencia Publica o Bienestar Social (welfare) ____ 71

72. Seguridad Social ____ 72

73. Cupones de Alimentos ____ 73

74. Desempleo ____ 74

75. Cual es su sexo?

1=masculino 2=femenino ____ 75

GRACIAS POR SU COOPERACION

76. DON'T READ [Interview conducted in:
[1=English 2=Spanish ____ 76

REFERENCES

1961 Buechley, Robert W., "A Reproducible Method of Counting Persons of Spanish Surname," Journal of the American Statistical Association 56 (March): 88-97.

1967 Buechley, Robert W., "Characteristic Name Sets of Spanish Populations," Names 15 (1, March): 53-69.

1971 Buechley, Robert W., "Spanish Surnames Among the 2,000 Most Common United States Surnames," Names 19 (2, June): 137-140.

1976 Canadian Consultative Council on Multiculturalism, Conference Report Second Canadian Conference on Multiculturalism, Ottawa, February 13-15.

1970 Glazer, Nathan and Daniel P. Moynihan, Beyond the Melting Pot (Cambridge, Mass.: MIT Press).

1976 O'Bryan, K.G., J.G. Reitz, and O.M. Kuplowska, Non-official Languages: A Study in Canadian Multiculturalism (Ottawa: Minister of Supply and Services Canada).

1980 Passel, Jeffrey S. and David L. Word, "Constructing the List of Spanish Surnames for the 1980 Census: An Application of Bayes' Theorem," Population Division, U.S. Bureau of the Census, Washington, D.C. 20233

1982 Pouncy, Susan [Contribution to this report]

1982 Rodriguez, Richard, Hunger of Memory (Boston: David R. Godine).